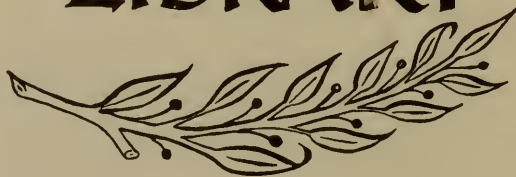


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MASTER ANDREWS.

HISTORY OF
THE
BOWDOIN SCHOOL
1821-1907.

BY
LEAH L. NICHOLS-WELLINGTON.
CLASS OF 1846.

ILLUSTRATED.

MANCHESTER, N. H.
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TO THE MEMORY OF THE TEACHERS AND PUPILS
OF THE BOWDOIN SCHOOL,
WHO HAVE PASSED TO THE HIGHEST SCHOOL,
WITH GRATEFUL REMEMBRANCE OF WHAT
THEIR LIFE WORK ACCOMPLISHED,
THIS HISTORY IS DEDICATED BY THE AUTHOR.

TO THE PRESENT CORPS OF TEACHERS,
AND TO THE ALUMNAE,
SCATTERED "AFAR, BUT NOT APART,"
SHE SENDS LOVING GREETINGS.
AT THE YEARLY REUNIONS, SOME WILL BE MISSING, BUT,
" 'Twill be sweet, as year by year, we lose
Friends out of sight, in faith to muse,
How grows in Paradise our store."

PREFACE.

When this work was commenced, the thought was to make a slight sketch of the first quarter of a century of the Bowdoin School, which ended in 1846, and would interest the oldest graduates, by refreshing their memories of school-days, and enlighten the latest graduates, by showing them the vast difference between the old and the new. As this method left fully a third of the administration of Masters Andrews and Robinson untold, the work was continued to 1871, a half-century; then, an earnest request from the graduates of the last thirty-six years, has caused the continuance of the work to 1906, June 25, the day of the last graduation.

Many serious difficulties were met with; the first, it was almost impossible to find out about the school during its first ten years, when boys attended; the second, there are no records of the school earlier than 1854; the third, at least a third, and the most trying part of the work, was hunting up information, so that pictures of the principals could be used in illustrating the book.

I thank many of the graduates for the interesting material they sent in. No names have been given, except to valedictories and poems. Miss Sarah E. Adams, Class '46, and Miss Fannie B. Gridley, Class '66, gave me much assistance; also Mrs. Hannum of Cambridge, Mrs. Emerson of Milton, Mrs. Hutchins of Memphis, Tenn., none of them connected with the Bowdoin School in any way, gave me much and important help. I also extend thanks to Mr. Alonzo Meserve, principal, Miss S. Frances Perry, and especially to Miss Eudora E. W. Pitcher, teachers, in the Bowdoin.

L. N. W.

March 1, 1907.

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A SIMPLE GREETING SONG.

Tune—"Murmur Gentle Lyre."—*Lowell Mason.*

Recall Bowdoin School days,
We went hand in hand,
Seeking Learning's fair ways,
Happy, earnest band !

CHORUS.

Greeting, kindly greeting, for all gathered here;
Fill the moments fleeting, with true, gladsome cheer.

Rapidly the time passed,
Studies blent with play;
Gladly performed each task,
Teachers to obey.—CHORUS.

When school hours were ended,
With fun, shout and glee,
Homeward each one wended,
Joyous to be free.—CHORUS.

When we passed our school days,
Our life work we sought,
Tried to prove in all ways,
For the *Truth* we wrought.—CHORUS.

May Bowdoin's beacon ray,
Be a guiding star,
Pointing to the true way,
Lest we stray afar.—CHORUS.

When we've dropped life's passions,
At our MASTER'S call,
In HIS many mansions,
Be we, gathered, all.—CHORUS.

HISTORY OF THE BOWDOIN SCHOOL

CHAPTER I.

THIS history commences with an account of the Boston Public Schools, before Boston became a city. The Eliot^s School is the oldest grammar school; it was founded in 1713, at North Bennett street; it was also the first school where the reading and writing departments were in the same building. The second school, Franklin, on Washington street, was built in 1717.

In a town meeting held October 20, 1789, the first school-committee was appointed and organized as a school-board. Schools had been started and conducted in various districts of the town, with no special laws concerning them collectively. The various committees, annually elected, having full powers. The school board was always formed of men of the best minds and education and generally of wealth, willing that money should be spent liberally for the best good of the schools, as the people of those days understood what would be for the best for the education of their children; they visited the schools frequently, keeping themselves well informed of the smallest as well as the largest details.

In 1792 an attempt was made to change the methods of studies in the schools. Four mercantile gentlemen petitioned for "more arithmetic and writing and less of other

studies for the boys." The masters, by the order of the committee, met the four petitioners, who reported: "We are satisfied with the explanation of the masters," and the old method was continued. The subject of the kind and quantity of work to be done in the schools was often debated by the committee and slight changes were made about every two years. Girls were admitted into public schools in 1789.

In 1790 Benjamin Franklin, who for a short time attended the Boston Latin school a little more than a century before, died, leaving a sum of money to Boston; he remembered with gratitude those two years of instruction. His will states: "I was born in Boston, New England, and owe my first instruction in literature to the free grammar schools established there; I, therefore, give one hundred pounds sterling to my executors to be by them, the survivors or survivor of them, paid over to the managers or directors of the free schools of my native town of Boston, to be by them or those persons or person who shall have superintendence of the said schools, put out to interest forever, which interest shall be laid out in six silver medals and given as honorary rewards annually by the directors of said free schools, belonging to the said town, for the encouragement of scholarship, in such a manner as the discretion of the selectmen of said town shall deem meet." In 1792 the first medals were given out. In reading the will, one notices that the word boys is not used; the money was left for "the encouragement of scholarship" in the free schools. At first, medals were given only to boys, but in a few years parents and committee felt that girls, as well as their brothers, should be recompensed for good scholarship. Medals for boys are called "Franklin Medals," and those for girls, "City Medals."

In 1800 there were six public grammar schools, three for girls and three for boys in the town.

Sometime before 1815 the system of two principals, with equal power, had been started; part of the boys attended the reading department mornings, while the other part attended the writing department, for one week; the next week they exchanged, thus alternating during the school year. This was necessary on account of the two half-holidays each week, which were at first Thursday, afterwards Wednesday and Saturday afternoons.

The school hours were from 7:30 until 11 A. M. and from 2 to 5 P. M., from the third day of April until the third day of October; then from 8:30 to 12 M. and from 2 to 4:30 P. M., from the third day of October to the third day of April. Holidays were Fast, Thanksgiving, first Monday in June, election day, Fourth of July, Christmas and general training days, when masters and ushers were obliged to attend military duty. School was opened each day by the masters reading a passage of Scripture and leading in prayer, and closed in a similar manner.

In this year the committee order, that "females be instructed to write a larger hand."

In 1815 there was a legal meeting of the inhabitants of Boston, held in Faneuil Hall. The town proceeded to the choice of a school committee, when the following named gentlemen were chosen: Rev. Charles Lowele, Rev. Hosea Holly, Rev. Samuel Cary, Aaron Dexter, M. D., Thomas Welch, M. D., John C. Warren, M. D., Charles Davis, James Heard, Jr., Peter Thacher, William Smith, Francis Cliver and William Wells, Esq. It was voted that: "The above gentlemen, who, conjointly with the Selectmen, are termed the School Committee, be and are directed to carry out the system of Education adopted by the Town, authorized and empowered, conjunctly, to manage and regulate the Government of the Schools, and to execute all the process relative to the schools and School Masters, which the Select-

men and such Committee, are authorized by the Laws of the Commonwealth or by the acts of the Town, to execute."

In 1816 all the masters and ushers were reappointed, "They behaving themselves to the satisfaction of the Committee." The public examinations and exhibitions were regulated by a "sub-committee, consulting with the masters." Each sub-committee took the public exhibition of one school under their care, "doing the best for the public good."

Examinations were held on the days of the exhibitions, when the Franklin medals were given out. At the first meeting of the sub-committees after exhibition day, each master was given the opinion of the committee respecting the progress of his school.

In 1817 a petition was presented from a number of inhabitants, who were engaged in superintending and supporting Sunday schools: "For the instruction and discipline of such children as would otherwise be idle, and wasting their time on the streets" for the use of the public school buildings. The gentlemen associated for this purpose were allowed to make use of the school houses in School and Mason streets, from 8 to 10 A. M., and from 1 to 1.30 P. M., on Sundays; the masters were to deliver the keys to any one appointed by the gentlemen to take charge of the schools.

In 1819 it was decided that "boys would attend the year round and girls from the twentieth of April until the twentieth of October and they could attend the schools alternately at such times and subject to such changes as the visiting committee, with the masters, shall approve." "The masters and ushers of the reading and writing schools were continued in their stations—they having behaved themselves to the satisfaction of the Committee."

The salaries of the masters were to be \$1,000 with the grant of \$200; the salaries of the ushers were \$500 with a

grant of \$100. In 1800 the salaries for the masters had been \$600 with \$200 grant, and that of the ushers \$300 with \$100 grant. No explanation could be found why a set salary was not given; it might have been the grant was a contingent one, depending upon the quality of the instructor's work, or to insure their remaining the whole year.

The chairman of each sub-committee was asked to make inquiries respecting the perquisites of the instructors from private tuition and the hours they devoted to their pupils. As a result of the inquiries, it was decided: "No master or usher of the public schools can, after 1819, keep private schools, of any description, earlier than six o'clock in the evening and that any master or usher violating this regulation, should be considered to have vacated his office."

In this year, 1819, twenty-five fire buckets were placed in each of the front entries of six schools of the town to be "kept for the public benefit."

In this year the South reading and writing schools were united and given the name of Franklin; one of these was the Franklin, founded in 1717. Mr. James Robinson was appointed usher.

April 25th, 1820, a committee was chosen to report upon the site for a new school house, later a committee was chosen "to obtain on the best possible terms, the land that may be wanted in addition to that now owned by the Town, and contract, and erect a new school house, in conformity with the Report of the Committee and the vote of the Town on that subject. Gentlemen chosen: Mr. Jonathan Loring, Samuel A. Wells, Henry J. Cliver, Messrs. Williams and Childs."

In 1821 Boston became a city; in that year the Bowdoin School was started for boys primarily, but girls were admitted from the first on half-time. Medals were voted to girls.

The first English High School was started for boys, (in 1821) who occupied the upper story of the new Derne-Street building; while a building was being erected for them on Pinckney Street. In this year James Robinson's Elements of Arithmetic by questions and answers were introduced into the third and fourth classes of the public schools. Mr. Warren Pierce, Preceptor of Milton Academy, was elected master, and Samuel Adams usher of the reading department; Mr. John Belcher was elected master and Mr. Barnabas Whitney usher of the writing department of the new school, called Derne-Street school. Mr. Pierce died the first year and Mr. Abraham Andrews, who had been conducting a private school in Charlestown, succeeded him. Derne street was named after the city of Derne, which was "stormed in 1805 by General Eaton at the head of nine Americans, forty Greeks and a motley array of Turks and Arabs, and which was one of those feats of hardihood and daring which have in all ages attracted the admiration of the multitude." By this deed many American and English sailors were freed after years of terrible sufferings as slaves to the Moors.

CHAPTER II.

The name of the first building of the Derne-Street School was changed, May 11th, 1824, by the committee, to Bowdoin, in honor of Governor Bowdoin. It was on the south west corner of Temple and Derne streets, fronting the latter, and was three stories high above the basement, the latter being much higher on Derne street than on the back, on account of the steep slope of Temple street. There were seven large windows the length of the building on both sides, and on the front there were three; the building was a little less than three-fifths as wide as long. Looking up Temple street the dome of the State House could be seen on the top of Beacon Hill, but at that time the dome was not golden as now, glittering in the sun.

The main entrance of the building was in the centre of the Derne street front, facing Derne street at the left; corner of Temple and Derne streets was "a watch-house for the detention of people taken up in the night;" at the right of the main entrance was an engine room, Engine No. 6, Hero. The main entrance was not used for daily school purposes; it was supposed to be for exhibition days and visitors, but none of the oldest graduates, whom I have met, can recall seeing it used on any such occasions. One of the oldest, if not, the oldest graduate now living, who attended the school from 1825 to 1829, said that the boys' entrance was on Derne street and they had a separate flight of stairs from the girls, who always entered from Temple street. Since 1830 all graduates seem to agree that they never saw the main entrance used on exhibition days, and there was no visible connection between it and the stairs leading to the

school rooms. The school records give "1830, an alteration in the Bowdoin building, made according to plans, subject to change by Council." As it was in 1830 that the boys were sent to the Mayhew and Mason schools, the alterations probably took away the extra flight of stairs.

The two large rooms were very large and well lighted; those on one side, overlooking Temple street, on the opposite side overlooking a large play-ground, nicely paved, with a brick-walk around a centre plot of grass, in which was a wooden pump with its tin dippers, the whole surrounded by a high brick wall, with a stone capping. At the end of the rooms, there were three windows overlooking Derne street. There were no toilet rooms, no recitation rooms. Each room was heated by an immense grate for coal in the middle of the entrance end, and in one corner of the opposite end a very large stove of cast and sheet iron, reaching perhaps within two feet of the ceiling, well surrounded by high zinc lined boards, making a small room.

I never saw a janitor around the building; but upon the school records of Boston found this item: "September 12, 1830, the sub-committee of the girls' schools were authorized to procure suitable persons to make the fires during the season for them and at the public expense." It must have required a large amount of coal to be daily carried over two or three flights of stairs, long and steep.

There was a raised platform running the length of the room on one side, with desks upon it; the first desk from the entrance door was a large, double one, with a big wooden arm-chair for the master and a rail on one side, giving him somewhat of an exclusive air; beyond him were three single desks, for the assistant teachers. On the opposite side of the room and on one end were seven platforms, on each a small desk, standing on high, slim legs, overlooking divisions of pupils; from 1838, and it might be earlier, when

monitors were introduced, these desks (considered honorary seats) were for the best seven scholars of the highest class, the scholars changing monthly, according to the record-book. Perhaps the following extracts from the school-board records may throw some light upon the first use to which they were put and also in some degree explain the second system of teachers, called monitorial, used in the public schools: "February 12, 1828. Decided that when ushers resign, their places should not be filled, and an extra pay given to the master who decides to go on without an usher." February 28.—That the mutual or monitorial method be tried in two schools. The Boylston boys' school and the Bowdoin girls' school were selected for the experiment, also money was appropriated to make some necessary alterations.

There were four divisions of seats for the pupils, eight rows with seven seats to a row; the desks were long ones, extending across each row, divided by partitions into seven spaces, and did not have covers that could be raised, but were simply open on the front, next to the pupils. At first the seats were simply circular stools, without backs, fastened to the floor; in 1835 backs were provided.

It was at the beginning of the school year, September, 1829, that Misses Mary A. Murdock and Elizabeth Lincoln, medal graduates in 1828, were elected teachers, at \$50 per year. I could find no definite description of the monitorial system, nor when it ceased, but a general idea, gathered from the records of the debate of the School Board, seemed to indicate that it was used effectively in the schools of some other city, and that it would be well for the city of Boston to use economy in her expenditures, and here was a great opportunity to try an experiment, successful elsewhere; so it was voted to try the experiment, but by the caution of some of the Board, it was to be tried only in two schools. So instead of electing teachers at a fair salary, two

were chosen for the Bowdoin, who, seated at the before mentioned small desks, could oversee the pupils, while the teachers were attending to the recitations.

The desks of teachers and pupils were plain wood, painted a dark green, the chairs for visitors and teachers were plain wooden ones, such as are now called kitchen chairs; in the writing-room, on the wall, in one corner, was a small black-board; in the reading-room, was a movable one, about three feet square; the walls of the rooms were simply whitewashed.

In 1844, alterations were made in the building, during the summer vacation, which lasted six weeks, instead of the usual three weeks. The addition made to the building took a large piece of the play-ground, where the entrance from Temple street was. A small square room at the right of the fire place was added to the writing-room, overlooking the play-yard. At the left of the fire place in the reading-room, was another square room overlooking Temple street. Long, narrow wooden benches, fastened to the walls surrounding three sides of these rooms, and a small table and chairs, constituted the furniture. There was a little flurry of excitement when a tiny, cheap mirror was discovered one morning, hanging upon the wall of the reading recitation-room.

In the writing recitation-room, on the side overlooking the stairway, was a small square window, so whoever passed down from the reading room, could see into the room, and it was quite amusing to the pupils who might be in the room, whenever Master Andrews passed and looked in, for as he had a large head, his face about filled the window frame. An extra room had been fitted up in the basement over which Miss Murdock presided. There were no arrangements for garments, and they continued to be hung on three tiers of hooks, between the windows around the

room. Umbrellas were hung with the garments and overshoes of rubber-gum lay on the floor beneath. As there were two hundred and thirty pupils and teachers in each room, there would be, on stormy days, an unpleasant scent from the damp clothing and a feeling of moisture in the air.

This particular description has been given, for the benefit of the graduates of the last half century, that they may see the difference betwixt the "old" and the "new." The new has given them large reception halls, recitation-rooms, toilet rooms, plenty of space around the teacher's desk, wide cosy stairways and the many conveniences for heating, lighting, thorough ventilation, etc., that the scientific minds have evolved during the last half-century. Do they realize their advantages as to accommodations over the graduates of long, long ago?

CHAPTER III.

The result desired by the course of studies which was pursued in the grammar schools was, that at the end of a seven years' course, "the graduating pupils could read English prose and poetry well; could write a good hand; know the rule and processes of arithmetic, modern geography, and have some knowledge of ancient and modern countries; know English grammar, its rules and principles, and could write a composition correctly from this knowledge." In some schools, and Bowdoin was one of them, "rhetoric, natural philosophy, ancient and modern history, geometry, algebra and physical science were allowed," masters teaching them to their liking.

Master Andrews taught Blair's Rhetoric, Worcester's Ancient and Modern History and Smellie's Natural Philosophy; Master Robinson taught Bailey's Algebra and Geometry and Parker's Physical Science; both masters seemed to have had a liking for all the allowed studies, evidently gladly doing the extra work they entailed.

In 1822 there were 280 boys, with a daily average of 235, and 255 girls, with a daily average of 220, in the Bowdoin school.

In September, 1825, Mr. James Robinson succeeded Mr. Belcher, who resigned, as principal of the Bowdoin School.

In 1828, the school-board decided that "having taken a degree of A. B. at some respectable college, duly incorporated and authorized to give degrees, be considered as a necessary qualification in the masters and ushers of the grammar schools."

June 3d, 1829, "Girls can remain the whole year," and on June 15, "girls can remain until fifteen years of age."

In August, 1830, that "when there was a difference of opinion between the reading and writing masters, the reading master was the 'head' master, and his decision was paramount." Previous to this, the reading and writing masters were considered two distinct heads, each in absolute control of his department and, of course, each formulated and enforced his own rules. In the Bowdoin School, although the temperaments of the two masters were widely different, yet, so far as the pupils could see, there was never any unpleasantness between them. They taught in harmony for twenty-nine years.

In 1830 the boys were transferred to Mason and Hawkins streets' schools.

It is to be regretted that so little could be ascertained about the boys who attended the Bowdoin School the first nine years of its existence; nothing is known about their studies or their sports or their opinions of their instructors. The boys who fitted for the Latin School, entered it generally when ten years of age, presumably the others remained in the Bowdoin until thirteen or fourteen. When one reflects, that the latest boys who attended the schools, if now living would be from eighty-five to ninety years old, it cannot be expected that many are now living, and probably several of them may have made their homes long distances from their childhood's homes, and have passed entirely beyond the reach, if not out of the minds, of their schoolmates.

One of their sports was an occasional raiding of the flower gardens and orchards, which, during the first half of the nineteenth century, surrounded so many of the houses of the city. There was one sport which the boys of those days enjoyed of which the boys of to-day know nothing, that was running to fires with the hand engine, pumping the engines by means of the rails, running along the length

of the machine on each side; passing along the buckets filled with water in a lively fashion. When at night an alarm was sounded, there was no veteran fireman who was more speedily equipped, than his own boys.

Those buckets were shaped like a barrel with the upper third cut off; they were of leather, three-quarters of an inch in thickness and bound at the top with leather and the handles were thick, round and also of leather. They were hung in houses near some outside door, and every man, as he went out to a fire, would take his bucket, as those hanging on the rails of the machine, when it was not working, would not have sufficed in case of a large fire.

This explains an order by the selectmen, before mentioned, that fire buckets must be hung in school-house entries.

The following anecdote was sent by one of the boy graduates: "I remember one day in the Derne-Street school, Master Andrews discovered that a scholar was chewing. He demanded to know what was being chewed; after some hesitation, hawing, and sniffing, the information was vouchsafed that the boy had a piece of black liquorice. Master Andrews asked sternly where the stuff was obtained. The guilty youth named another boy as having presented it to him; both boys were ordered to take the liquorice to the desk and leave it. The command was then delivered, that any scholar who had anything to chew, should march up and unload. Nearly every pupil in the establishment responded and there was left a pile, a mass, of black liquorice, weighing several pounds. By way of explanation, it may be stated that there had been a fire in Rev. Lyman Beecher's church on Hanover street, in the basement of which a quantity of the chewing material had been stored and during the progress of the fire the boys had confiscated the whole of it."

As it was impossible to obtain a valedictory for the decade of 1821 to 1831, the following composition is given; "Humility. Humility is one of those qualities of christianity which requires a perpetual and practical exercise. It does not insist that we shall be every moment engaged in acts of benevolence or mortification to ourselves; but whether we communicate our good thoughts to others, or are dependent on others for the communication to ourselves, humility is required as the invariable, the indispensable, the habitual grace in the life of a Christian." Emory Souther about twelve years of age. Mr. Souther said, "Mr. Andrews was a model master, kind and pleasant to all; Mr. Adams the usher was a contrast to him."

One day in the early thirties, there was a very strong smell of something burning; on investigation a basket of burning paper was found under one of the stairways. If the wood-work had caught fire, the chance of getting nearly five hundred children safely down two flights of narrow, steep stairs, at the bottom of which was a single door opening inward, would have been slight.

CHAPTER IV.

Looking backward and recalling the order and quietness that were maintained in the old school building it *seems* marvelous; yes, it *was* marvelous. The recitations of the four divisions were carried on simultaneously; sometimes a number of pupils would be standing around a teacher's desk reciting, at the next division of pupils the teacher would be standing in the midst of it making general explanations, and the master, as was the custom of both masters, would be walking around his division giving instruction. Whichever way the classes were being conducted, there were four teachers asking questions, and four pupils answering them, all at the same time, but there never seemed to be any confusion. Each teacher attended to the order of her class; occasionally a child would be sent up to the master's desk.

Sometimes with the four recitations proceeding in this manner and the remainder of 230 pupils studying, a humming noise was inevitable. At the ring of the master's bell everything would become absolutely still; the silence was really impressive, then the master would often say, "I think we could hear a pin drop." Another touch of the bell and work would be resumed.

The teachers were very mild in their punishments; I never saw the ruler used excepting in a playful manner, by the masters. *That* would make a girl of spirit feel more ashamed and more hurt, than if two or three sharp blows had been given.

One of the early graduates writes. "Do you remember how the teachers used to send up to the master any pupil who committed some small fault? I remember being sent

up from the lowest class and creeping along the aisle at the back of the classes, to get in line with some other delinquents and standing there until we were called, one at a time, to the master's desk, *such a long walk*, past the *large* scholars, past the old fire place, up to the desk where we had to confess our fault, but Mr. Robinson was not very severe." Another early graduate sent the following account: "I have forgotten about most of my old teachers at dear old Bowdoin, but *one* I remember; she would probably have slipped from my memory, but for a kind thing she did to me. I had done something wrong (probably talking) and as I looked up and caught her eye, she shook her head at me. She might have told me to *stand upon my seat*, which was the common punishment in those days and a severe one for sensitive souls, for that brought the child into the view of the entire school of four times fifty scholars besides the teachers." This writer also adds: "In a 'Boston Game giving Leading Facts about Boston,' this was asked, 'What massive structure stood back of the State House from 1849 to 1884?' Answer, 'Beacon Hill Reservoir.' I wonder why the ancient history was not carried still farther back by the question: 'What *celebrated* school stood on the spot before the reservoir, from 1821 to 1848?' Answer, 'Derne Street School house, afterwards called Bowdoin.'"

One punishment of Master Andrews, was a singular one; when a girl from the lower class was "sent up," he would stand her in the very large coal hod, kept near the fireplace, thus placing her in full view of the highest-class girls; this was a severe punishment for the little girls, as they looked up to the highest-class girls with great awe. Those were the days of white "pantalettes," and probably many a mother disapproved of that style of punishment. Oh, those white pantalettes! They must have been a

source of much trouble to mothers. They were white, about eighteen inches round and starched stiffly, went well down to the bend of the ankle; many children took some pride in the stiffness, as, when walking, they struck together and made a rustling sound. Some people of to-day can well sympathize with this, as many a "grown-up" girl is pleased with the sound from a rustling silk underskirt. Even on a pleasant day, when a child returned from school, a clean pair must be donned for the afternoon session. On stormy days, how wet and bedraggled was the appearance of the children when they arrived at school! Most mothers were careful to place an extra pair in the girls' carpet-bags, to avoid their sitting for three hours in a wet garment. Those carpet-bags, which outlasted for years the pantalettes, were made of heavy Brussels carpet, the handle also being of the carpet. They were almost indestructible and had a lock and key, the pride of the owner. I used mine the six years I attended the school, 1839 to 1846; it was in constant use in our family for years; then my nephew used it for a school bag and for many years it was called the library bag, as it was used to take books, "back and forth" from the library. A graduate of 1862 says: "When the side-walks were icy, on the hilly streets each side of the school-house, these bags were used as sleds and the girls coasted down the side-walks to the cross street. Mothers wondered **why** those carpet bags wore out so fast—they should have worn a lifetime."

CHAPTER V.

Masters Andrews and Robinson were as unlike in character and method as their personal appearance. The former was a large, fleshy man, wearing a "scratch;" slow in movement, of a decided lymphatic temperament. He was always garbed in misisterial black; he walked across the platform occasionally, with hands in his pockets, his head inclined slightly to one side and bent forward; while not appearing to watch, his division was kept in perfect order; his manner of sitting could not probably be seen in any public school room to-day. He sat at his desk, tipped back in his arm-chair, his hands in pockets and feet upon the rail at his side. In dress he was careless; a large bandanna handkerchief prominently in use. A pupil, who attended the school in 1831, said: "If he happened to be near a window at recess, rather than go to his desk for the bell, he would shake his bandanna for us to come in, and I never recall Master Andrews without seeing that bandanna handkerchief." However, in those days, those brilliant handkerchiefs were generally used by business gentlemen.

Master Andrews always called the girls somewhat abruptly, by their surnames, a habit probably acquired when he taught boys. Yet, in the best sense, he was a gentleman; kind, considerate of the feeling of his pupils, occasionally he would rebuke one of them with a not *too* severe sarcasam. He imparted knowledge in so easy and quiet a way, that one scarcely realized she was being taught, and the large amount of "side" knowledge he gave out, while conducting the usual recitations, was wonderful.

Reading and composition seemed to be his favorite studies and he would often bcame quite excited, especially in teaching reading.

From a graduate of 1846: "You remember how Master Andrews used to drill us in reading. The class would be called to his desk and stand around him for recitations. 'Goody Blake and Harry Gill' must have been one of his favorites; I can see him now:

'And fiercely by the arm he took her,
And by the arm he held her fast,
And fiercely by the arm he shook her,
And cried, 'I have caught you then at last.'

"He used to shake his fist and bring the words out through his clinched teeth; but, he could not make any of us girls give expression enough to the lines. He said in his sarcastic way, 'you're afraid, you think the scholars will say you *tried*.'"

Master Andrews was a fine English scholar and it has been often remarked by early graduates of the school that they owed their fondness and appreciation of English literature to his instruction and to the constant use of Pierpont's Series of Readers: "The American First Class Book," "The National Reader" and the "Introduction to the National Reader." He sympathized with the scholars in any attempt they made to do extra work. If a carefully constructed and well written composition was handed in, he would speak of all the good points and gently show where in other places improvement could be made, offering to give assistance after school-hours. He offered to aid one pupil, if she would write short pieces for the papers and magazines of the time. He said he would correct her work and attend to the publishing of them, in fact training her for what he thought ought to be her life work. He was much disappointed, when her parents decided she was too young, too delicate to do the work.

Mr. Robinson was a slim man with gray hair, as early as the last of the thirties and it was quite white in the late forties

His dress, always black, was immaculate. He held himself very erect and sat at his desk upon a high stool. He rarely if ever, called classes to the desk for recitation, but walked around the division with a quick, military step, his arms folded and holding in his right hand a short, round, ebony ruler, which he used in ruling his record book and the book-keeping books of the pupils; the rule was held upright coming to the top of his head, and he had the habit, when he became earnest in his explanations, of flicking his hair with it, at the same time drawing up his nostrils and pushing out his lips as if whistling, a peculiar motion which gave him a shrewd look. One of the pupils, who was devoted to him, picked up the stray hair, which the flicking of the ruler loosened, and at last had quite a lock of it.

One day Master Andrews, watching the division, observed one of the pupils ininterested in writing something at a time when she should have been studying; he called her to bring the paper to him; she was frightened, because she had never been called up before. He took the paper and looking at it, found it was an attempt at poetry; he was quite surprised as he read, commended the effort and then explained her mistakes and how to correct them, telling her she might always come to him and he would aid her. She has lately told me she could not have written what she had written, particularly in her later years, if he had not often asked her about her work and aided her while she attended the Bowdoin Schol. The following is what she was writing when she was "called up," as the girls expressed it:

"Oh, Slavery! that accused name,
Which blots the record book of fame,
Which stains the fairer virtues there
And shows that man, his brother dare
Injure, insult, torment and slay,
Even in the open face of day.

"Oh Slavery's dreadful name I hate,
And worse, methinks, it seems of late

For men more civilized have grown,
And virtue's seeds should sure be sown
Still deeper in the heart of man
Than vicious thoughts and actions can."

She was about twelve years old.

One day one of the girls was called to the master's desk and given some paper and sent into the recitation room. After about an hour, Mr. Andrews called her out. She laid the paper upon his desk and returned to her seat. Of course her classmates were curious to know why she was sent out of the schoolroom, but she would not tell them and in answer to the persistent questioning finally said that she was told not to say anything about it.

He was very enthusiastic in his work; very clear in his explanation, and it seemed as if every one ought to understand him; but he was slightly impatient; if a pupil, not understanding him, asked a question, he would say: "You've not been listening." He was careful about the health of the children and if any one looked ill, would speak to her about it, and allow her to go home, if she wished to.

One winter, there was a terrific snowstorm, which had been raging all night. In those days no bells were rung in stormy weather, saying "no school to-day." There were no water-proof garments, nor rubber boots to protect one; the only protection we had, were the three and one-half fingers long, thick, wool yarn, home-knit stockings of our fathers or elder brothers, which were drawn over our shoes and stockings. Nevertheless on this stormy day, two of us ploughed our way up to the school, where we arrived late, for it had been terrible work plodding along against the wind and thickly falling snow; side-walks were not ploughed clean by large snow ploughs and shovels as now. We found only about a dozen children, who lived near the school, and Master Robinson. There was no way for Master Andrews to get from Charlestown; no pair of horses

could have drawn a filled omnibus any distance. After seeing that the other children were nicely wrapped up, Master Robinson started them home; then he helped us to dry our shoes and coats, wrapped us up well and started with us. Every few steps he had to lift us out of the snow drifts, and when he came to street crossings he carried one across and then went back for the other, and he did this three times, until he left me safe on my own doorsteps. Then he was obliged to retrace his steps half the distance, to his own home. I shall always remember his kindness. My mate on this trip was Ann E. Henchman, whom many of the classes of '45 and '46 will recall with pleasant remembrances. She died when about thirty, leaving three children.

Mr. Robinson's hobby was penmanship, and he was very exacting about it. Before the days of steel pens, the time he gave to the pupils, showing them how to fashion the points of quills to be used as pens, was really marvelous, and as few ever became adepts in the work, he was so anxious that their penmanship should be perfect, that in reality he made most of the pens for two divisions, fifty-six each. His method of teaching physical science made the subject exceedingly interesting, and one graduate said, that she had never forgotten what she had learned about the subject then. Another says that what she learned at that time had always helped her to understand in later life the wonderful scientific discoveries of modern times. He was always pleased at any little attention from the pupils or their parents. A large watering can filled with water always stood behind the coal-hod, ready for use in case of fire; one day Mr. Robinson, whose hands were as delicate as a lady's, dipped his fingers into the water and instead of using his handkerchief as usual, a brilliant scarlet lining of a cloak caught his eye and stepping to it, he wiped his hands upon it; of course this was witnessed by most of the first class girls and by the owner of the cloak. The next day,

after the class was called to order, the girl quietly walked to the desk and handing a small package to Master Robinson, said distinctly, "my mother sent this to you." When opened, he found two towels, with a note, saying they were for his use in school. An electric thrill seemed to pass through the class, and if there had been a spectator many peculiar expressions, either of wonder, amusement or dread, would have been seen on the faces of the pupils, but these soon became one of simple amusement, as he held up the two towels and said how thoughtful the lady had been. He, probably, did not remember, possibly did not know, what he had done, and the sentiment of the class was one of pleasure that he did not. They were indignant at the girl and her mother who had evidently made the affair as public as possible.

Sometime after, the committee visited the school. After they had left, Master Andrews addressed the class, and told them that the last time the committee were in they were shown some compositions. They decided that one of them could not have been written by a pupil. Master Andrews told them he felt sure that it was; she usually wrote similar ones and he had never had the slightest doubt that they were original. To prove the integrity of the pupil, he had sent her into the recitation-room alone, given her a subject and an hour in which to write a composition. It was shown to the committee and they acknowledged their mistake. Calling the girl by name to stand up, he gave her a few words of commendation, and when she, embarrassed, disclaimed any credit, he stopped her and graciously said: "Never deny any talent you may possess. God bestowed the talent upon you, and you should be grateful for it. The credit or discredit to you will be if you cultivate or neglect the gift. Never deny your Maker by denying what *He* has done for you." Master Andrews often taught such lessons.

CHAPTER VI.

During the first quarter of a century of the Derne-Street School, several subjects were under discussion by the School Committee. The mayor of the city was always the president of the Board and president of the Common Council, for many years, the secretary. There was for many years a debate about the words, "visitation," "examination" and "exhibition." Finally it was decided that the medals should be given out by an arithmetical record kept by the master, and there should be no more special examinations for medals; that exhibition day should be for the senior classes, and on that day there should be an examination of those classes, so the day was Exhibition-Examination Day and the medals were given out on that day. This always *had been done* from 1816 at the boys' school and also at the girls' school after medals were granted them, so that the decision of 1839 was over twenty years late. Another debate was, should girls be allowed to attend the public schools. In 1822 the privilege to attend one-half of each year was granted to them, this grant also seems to have been useless, as in 1800 the school records gives "three schools exclusively for boys and three exclusively for girls," and in 1819 an order that boys could attend all the year round and the girls from the 20th of April until the 20th of October. A third discussion was, whether the boys and girls should attend the same school. In some districts there were not enough children to justify two buildings, one for boys and one for girls, so in 1819 it was decided, that boys and girls could attend the same school, but not in the same classes, and they attended at the discretion of the masters; while the boys were with the reading

master, the girls were with the writing master, alternating monthly. Another question, warmly debated, was whether girls could attend the "year-round," as the boys did. Petitions were constantly sent in by parents of the Bowdoin School that their girls should attend as long as the boys did. In 1829 the privilege was granted them and they could attend until they were sixteen. At one of the meetings, one of the committee opposed the petition for the reason, "that the girls were already ahead of the boys with four and one-half months the less time and during those four and one-half months the boys had the undivided attention of the teachers." A debate was often carried on about the text books. I had intended to give a complete list of the text books used in the Bowdoin School, but found it impossible to do so; new books were being proposed constantly, and most of them were discussed by the committee, after meeting, and it was a too trying and complex task to follow the discussion to the end. Another subject of debate was corporal punishment, and it was decided and rescinded so many times, being taken up every two or three years, that an attempt to follow that was discarded.

When Lowell Mason made his home in Boston, the city was highly favored, not on account only of his great work in the public schools, but his influence extended over all the church music and in various singing schools. He was probably the cause of the wide awakening of the inhabitants of Boston and vicinity to the need of the cultivation of higher music in this country and to the belief that the introduction of it into the public schools would be a great national benefit. Perhaps, taking all things into consideration, there is no one influence that has had, and will continue to have, so softening and refining effect upon the great masses of people, whether they be high or low, rich or poor, educated or uneducated, moral or immoral, as

good music. Lowell Mason may well be called the "Father of Music in the United States." In writing his name without a prefix, a little incident is recalled. A master one day hearing one of his pupils speak of him without prefixing "Master," reprimanded him for being disrespectful, the boy instantly replied, "Who ever heard of Mr. William Shakspeare?"

In 1839, the Bowdoin scholars were so fortunate as to have him as their first teacher of music. Two hours each week were given to music, and during those hours the masters remained in the room to maintain discipline and to see that the pupils attended to the orders of the music teacher. Mr. Mason was very fond of, and kind to, young people. His great enthusiasm in his work called out enthusiasm and interest in his pupils; they never seemed to tire of going over and over many times any particular passage, at his request. He was always ready with a word of praise and encouragement. His favorite motto was, "If a person can talk, he can sing," sometimes modifying it with, "That every one can not sing well, but every one *can* sing so as to give himself pleasure and do his part in general singing." How the music lessons were enjoyed! All entered into the exercise and sang with zest, ringing out the choruses, and being repaid by the teacher's ready heartsome, "Well done." One of the early graduates recently wrote to me: "You remember Lowell Mason's singing lessons? You know his theory that every child who could talk could sing. These lessons twice a week were recreations. What an honor, when we were called upon to move the piano and get the black-board ready! He said one day he wondered how many could say that they had not thought of anything but the lesson during the hour, and I felt very virtuous, because I had not."

CHAPTER VII.

Many of the books, used in the first half-century of the school, were admirably adapted to the purposes for which they were intended. Those used in the higher or first class were Frederick Emerson's Arithmetic, Goold Brown's Grammar, John Pierpont's American First Class Book; these were all especially fine. There has been so great a change in the last half-century in solving and working out arithmetical problems, that probably there are other arithmetics more desirable for use in the public schools, yet it is well to keep Emerson's in one's private library for reference. Goold Brown's Grammar is a valuable work for school children to-day. In speaking with children of the grammar and high schools, or even with collegians, an old student of Brown's Grammar can often dispel much of the mistiness which is apt to hang around the rules of English grammar in the minds of the pupils of to-day. The examples Brown uses throughout his work to exemplify the simple rules of spelling and use of capital letters, through all that prosody comprehends, are taken from the best English and American authors, so that the learner is storing his mind with many apt and comprehensive lines.

John Pierpont wrote his series of books backwards as it were. The highest, the "American First Class Book," for the highest classes, was entered in the District of Massachusetts, Clerk's Office, June, 1823. It was ordered by the Boston School Committee, "That the 'American First Class Book' be hereafter used in the public reading schools, instead of 'Scott's Lessons,'" and in one month after its appearance it came into general use. As Mr. Pierpont found that a reader, leading up to the First Class Book,

was needed, he prepared, in 1827, the "National Reader" for middle classes, and in July, 1829, it was introduced into the city schools, in lieu of "Murray's English Reader." Then he published for the youngest classes, in 1828, an "Introduction to the National Reader," which was also put into the schools. "Scott's Lessons" and "Murray's English Reader" were distinctly and solely English. The selections in Pierpont's three books are from all of the best English *and American* literature, previous to 1828. It has been, and still is now, a general remark of the first quarter of a century of the Bowdoin graduates, that they acquired their love for literature from these books and from the interesting and enthusiastic method employed by Master Andrews and his assistants, inspired by his example; many of whom had been instructed by him as pupils and, becoming teachers, adopted his method and imitated his enthusiasm in teaching *their* pupils. For many years, the new teachers of the school were drawn from the old pupils.

Bowdoin School possessed an engine, at least the building did, but the school claimed it; it was always called "our engine" by the pupils, number 6, "Hero." How the girls envied the boys of the neighborhood, because they were allowed to run with the engine, and clasping the rail on either side, pump water on the fire; the girls, whose brothers were among the boys, thought the fire would not have been stopped without the *valuable* (?) aid of the boys and the rest of the girls agreed with them. After a night fire, all the talk the next day, out of school hours, would be about the fire and the wonderful deeds, "our Hero" accomplished. Occasionally all the engines of the city held contests. Oh! How anxious all were, that Hero should win.

As the scholars had not separate desks, one girl occupying the space called a desk, in the morning and another girl using the same in the afternoon, books, slates, rulers,

pens and pencils were taken home after each session; often one of the small articles would be overlooked and trouble would ensue, in the effort to obtain it, as it would probably disturb some teacher.

The following is quoted from a pupil who entered Bowdoin School in 1834, and graduated, a medal scholar in 1840. "I am asked to tell you some interesting events that occurred while I was in the school. I can remember a few incidents that are not included in the present course of school life. Perhaps you remember that there was an engine house in the lower story of the building, below the school-rooms. One afternoon a man's face was seen peering through an opening in the wall in Miss Murdock's room, much to the amazement of the pupils. He had probably worked his way up in some manner, from the engine house below.

"Another incident I recall, one afternoon looking around, I saw many of the large girls in the first class running around as though they were terribly frightened. I was only eight years old and thinking something terrible had happened, I began to run, but instead of directing my steps to the door, I must have run furiously against some solid substance, as after the scene was over, I found my forehead was swollen and had on it a bad, black and blue spot. The cause of the general fright, was the giving way of an enormous grate filled with live coals, both coals and grate having fallen to the floor. Mr. Robinson, with much difficulty, kept the girls back and thus saved a general panic.

"One pleasant occasion that took place, about a year after I entered the school, was an excursion to Hingham by water. We all, the four upper classes, assembled at the school-house, early in the forenoon and marched four abreast in a procession through the streets to the steamboat landing, and made quite a grand show. On board the

steamboat, music had been furnished, and there was dancing by pupils and teachers on the way down. After leaving the boat we went to a pleasant picnic grove, where there were one or two large swings. Simple refreshments were furnished us on a scale somewhat different from the six-course lunches for children of to-day. We went home feeling we had had a good time. As I had never before been on the water, to me it was a RED LETTER DAY."

The grove referred to must have been the "Old Colony" grove, surrounding the "Old Colony Tavern," which stood on a high hill, just opposite the Steamboat Landing, and the steamboat could be seen a quarter of an hour before she arrived at the pier. "The Tavern was burnt to the ground many years ago."

The same writer contributed the following: "There was one spot near the old Derne-Street school-house with special attraction for some of us old graduates, in our juvenile days. I refer to Mrs. Weld's store opposite the school-house on Derne street. Her home-made molasses candy, fresh every morning and laid on bright tin sheets, some in the shape of sticks and some in the shape of squares, was a great temptation, hard to resist. We did not grudge giving our pennies, for we felt we received our money's worth in return. It was genuine; there was no admixture of any foreign ingredients, there was no flour and flavoring as we sometimes find in other places. I do not know what Huyler or Page or Bailey can bring fresh from behind their counters to-day in the shape of molasses candy, but they can have nothing half so satisfactory as that was to us in childhood's days. My association with Mrs. Weld will be *sweet* to the last."

Doubtless that little shop had charms for every child who attended the school, and surely its spell held, long beyond childhood's days, even through her last year, with all its dignities.

From the Boston Daily Advertiser, August 15, 1840 :
"To Mr. Hale, at the exhibition of the Bowdoin School on Wednesday last, I listened with great pleasure to the Vaedictory, written by Miss Harriet E. Hill, a pupil of the school. It is a beautiful production, highly creditable to its young authoress and to the teachers of the schools by whose care her superior faculties have been developed and cultivated. By giving it a place in your paper, you will confer a favor on one of the school committee of the Bowdoin School."

The fragrant day has poured its lucid rays,
And we have waked the tuneful voice of praise;
Once more assembled on this festal morn,
Our friends to meet, our duties to perform.
And now, our cup is fraught with joy and grief,
For thorns with roses twine in pleasure's wreath;
Joy that rises from a grateful heart,
And grief, that we from early scenes must part.

Much honored Sirs, who have the general charge,
To make the tender germs of thought enlarge,
To cultivate the intellectual soil,
Now may you reap the harvest of your toil;
Should not the flowers beneath your watchful care,
Flourish and blossom into beauty rare;
Well might they, blushing, hang the drooping head,
And seek to find in shame a lonely bed.

And you, beloved friends, who've gathered here,
To learn our progress through another year,
We gladly would requite your deep regard,
But *gratitude* we only can award.
But you will not expect in us to find
The erudition of the more refined;
Here the foundation, sure and firm, is made,
In other schools the superstructure's laid,
For we have not conned the classic page,
Nor roamed the heavens in search of wonders sage;

Have drunk not from the Helicarnian spring,
Nor felt the Muses which the Poets sing.
But, though we may not speak in Grecian tongue,
Nor tell of scenes which Latin bards have sung;
Have not with Newton trod the star-paved way,
Nor struck on Milton's harp the epic lay;
Yet, we have powers, which upwards tend to soar,
And Bowdoin School may yet produce a *More*.

Respected Teachers, who with care have taught,
Have led the way through knowledge's thorny road,
And o'er the pathway flowers of wisdom strewed;
Have sought science's garland to entwine,
The moral precepts of a truth divine;
And point to virtue as the only goal.
How arduous the task to you assigned,
To guide through learning's ways the deathless mind,
To teach the daughters of Columbia's land,
Supply, in part, the parent's guardian hand;
And yet, how well performed, and though we may
Your constant care and patience ne'er repay,
To you, the Teachers, meed will yet be given,
That recompense, bestowed alone by heaven.

Dear Classmates, who with me now bid adieu
To much loved scenes and fond companions too,
Who leave the place where we were early taught,
To cull from learning's mine the gems of thought,
Where we each other's tasks have sought to cheer,
Have dropt for other's woe the kindly tear;
Think not your education now is *done*,
But rather think it has scarce *begun*.
If the immortal bard of Albion's strand,
But gathered shells and pebbles from the sand,
While truth's vast ocean far before him lay,
Enlightened by a scientific ray;
We, from the brimming fount of knowledge fair,
Have gathered less than elements of air;
Let then the culture of the mind *proceed*;
But, while the wants of intellect we feed,
Still recollect, that learning, fame, nor birth,
Can fill the place of moral worth.

Loved Schoolmates, who remain another year,
Shed not with us the parting tear;
Oh, may our friendship, warmed by youthful love,
Outlive e'en *death*, and bloom in vales above.
Together we have climbed the rugged mount,
Have slaked the feverish thirst from knowledge's fount,
Together wandered through Acadian glades,
Or sought repose 'neath Hespian shades;
But though these halcyon hours no more return,
They are still cherished in the heart's lone urn.

When twice ten suns have oped the vernal flowers,
And knit in circling dance the rosy hours;
Through the long vistas of departed days,
Fondly, let memory retrospective gaze;
And, as untouched by time's destroying hand,
View round the teacher's desk, the smiling band.
Then sad, may memory ask, "Where are they now,
Where, where that eye of light, that spotless brow,
Who listens to that sister's voice serene?"
Ah, waves may part, and mountain intervene;
Some may have settled in their native land;
The feet of others press a foreign strand;
While some may roam where orange blows,
Or roam mid ice-bound hills of northern snows;
Others may wander in the citron clime,
Or tread the banks of the imperial Rhine;
Some dwell in Orient groves of spicy breath,
Teaching the immortal mind the way from death.
Others may then their checkered course have run,
And the chill tomb may answer "I have some."
And now adieu, but let that word farewell
Be not of friendship's life the echoing knell;
And though to-day, the last warm grasp be given,
May we all meet, to part no more, in Heaven.

CHAPTER VIII.

A medal graduate of 1842 sent in the following account. "Do you recollect the crowning of your sister, a medal graduate of 1841, Mary D. Nichols, as May Queen on Bunker Hill? About half a dozen of us started from the house of a classmate, named Estabrook, and we walked over Charlestown Bridge to the place; we carried our lunch and although we went in procession with our crown, I do not remember that we attracted any special attention from the public. I have not the slightest idea who made the speeches, nor what was said, only we *did* have a *beautiful* time and sat on the *green* grass."

Her second story is: "The class of 1841 agreed to appear the next day at school, with their hair hanging in braids, down their backs. Both masters noticed it and seemed very much amused, making some pleasant remark." At that time hair was worn up by scholars of the higher classes, but two or three years later it was worn hanging down. One of the girls of the second class, who had a great deal of long blonde hair, was seized on her way home from school, and her braids cut off. This fact was recalled, by the many similar cases recently. A graduate of 1845 who was early married and went to Blairsville, Penn., and has resided there ever since, sent this incident: "In the Evening Transcript of many years ago, it was stated that when the old Music Hall was altered, there was found among other things in the corner stone, a medal of which no one knew the significance, a Franklin medal was found in the same connection; so I was almost certain, in one particular, I knew more than some Boston people! I wrote to the Editor, telling him it was probably a *City* medal for

girls of more than fifty years before and accurately described my own, which I still treasure. I copied the full inscription on each side" I think this can be accounted for: my sister's medal 1842 had on it "City medal for females," while on mine of 1845 "City medal for females" was omitted.

When William Henry Harrison, President of the United States, died, after only one month of service, all over the country large state funerals took place. Boston was draped heavily in black. All the public school children participated; they stood around the Common on the malls, girls on one side, boys on the other, with crepe on one arm. The city officials headed a long procession of military, societies, and private citizens; an immense catafalque had been constructed and was drawn by several pairs of black horses. The gates of the Common were opened and the procession passed around the Common between the rows of children on the malls. Although it was April, it was a very cold day and as the procession had been delayed for more than an hour the children really suffered with the cold and the fatigue of standing so long. The position of the Bowdoin School was at the corner of Beacon and Charles streets. I have never forgotten the immense catafalque, and the funeral music of the bands and the tolling of the bells made a deep impression upon me.

There was one great pleasure that the girls enjoyed. Bowdoin, Temple and Hancock streets ran from Mt. Vernon street to Cambridge street, a very steep incline. After a hard rain the water would flow down the gutters on each side of the streets, like a riverlet, often with mimic falls. The children, before leaving home, would provide themselves with suitable sticks for miniature boats, and happy the child whose father or elder brother might be skilled in whittling out the right shape for floating down the streams.

After school, homeward bound, what wonderful boat races took place. It was glorious sport! Such rivalry was started. I do not believe that owners of swift yachts were ever more enthusiastic, excited or happy than were the children. Then the sliding down those streets in winter! When it is mentioned now, many graduates exclaim, "What glorious times we did have."

Pupils were not allowed to remain in the building at noon, unless there was a severe storm and one of the teachers could stay with them. The family of one of the older girls moved to Cambridge for the summer, but she was allowed to finish the school year, which terminated the first week in August, and she remained in the building during the noon recess. One day two little children were permitted to remain at noon and were left in the charge of the older girl. They were near the stove eating their lunches, and afterward they were peeping under the stove (which stood six or eight inches from the floor) as if hunting for something. When asked if they had lost anything they shook their heads "No," but looked very sober. Finally one said they couldn't see God. When asked what she meant, she said somebody told her that God was everywhere.

One of the classes copying the example of that of 1841 had a May-day party. They gathered in Miss Murdock's room two or three times to make arrangements and to choose a queen. Lizzie Falkner was choosen. The first of May was a perfect spring day. An omnibus took the party to a grove in Dorchester; here upon a large boulder the throne was arranged for the queen, and she was crowned with a wreath of the green of the woods.

Her mother, who was the matron of the party, served as tire-woman to the queen and, much to the astonishment of all, knelt and kissed the hand of her daughter, so the

rest did the same and the queen made quite a speech. The time passed pleasantly in singing May-songs from Lowell Mason's books, rambling through the woods, partaking of a "mother's lunch." A ride home at twilight completed a happy afternoon.

ORDER OF EXERCISES
AT THE
PUBLIC ANNUAL EXHIBITION
OF THE
BOWDOIN SCHOOL
Wednesday, August 13, 1845,
at 8 o'clock, A. M.

- I. Song.—Always Some Good.
Every season brings a sum of pleasure,
Every fortune brings some little treasure.
- II. Reading.
- III. Song.—Friendship.
Awake, awake the tuneful voice;
And strike the joyful string.
- IV. Grammar.
- V. Geography.
- VI. History.
- VII. Natural Philosophy.
- VIII. Song.—Pleasures of Childhood.
Come, let us singing,
Speak out these pleasures.
- IX. Arithmetic.
- X. Algebra.

XI. Song.—Come, Come Away.

Oh! come, come away, from labor now reposing,
Let busy care awhile forbear.

XII. Geometry.

XIII. Book-Keeping and Penmanship.

XIV. Song.—The Fading Leaf.

I am a falling Leaf,
The chilly winds have found me

XV. Reading Compositions.

XVI. The Student's Song.

Awake the song of merry greeting,
Sing tral-lal-lal-lal-lal-lal-la.

XVII. Medals Awarded.

XVIII. Prayer.

In 1845 there was a picnic of the two upper classes, under the auspices of Mr. Andrews, Misses Murdock and Caroline Andrews and other teachers. As I recall it, I do not think it was on May-day. We went in the steam cars to a grove in Reading. It was an excessively hot day and the distance from the station to the grove seemed longer than it probably was. Teachers joined us in games and we were enjoying every moment, when the sound of shrill shrieks stopped our play and the trouble was investigated. It was found that someone in running had plunged into a nest of yellow wasps; those who were stung were suffering intensely and were very much frightened. We were all made to keep at a safe distance and the teachers soothed and calmed the injured ones. Master Andrews sent for water from a nearby spring and moistened some soil and plastered it over the stings; after a while he went with

those who were stung the worst and put them safely on the cars for their homes. When he returned he was literally dripping with water, as if he had just plunged into a bath. As I look back now, I think it was his liability to excessive perspiration that may have saved his life, for he had walked a mile or more over an unsheltered road in one of the hottest days of the season. Of course the accident marred our pleasure. As the day cooled we ate our supper and teachers and pupils quietly enjoyed the last hours in the wood and our walk to the station.



MASTER ROBINSON.

CHAPTER IX.

In the year 1846 several incidents took place. A general committee was appointed to examine all the public schools "to ascertain their condition." The result is not recorded upon the School Records, but Master Andrews announced to the school, that Bowdoin School stood at the head. He must have been so told by someone in authority, or he would not have given out the statement as he was a very cautious man.

One day some merchants in their business met with a puzzling arithmetical problem and discussed among themselves how many pupils in the highest classes of the schools would be able to solve it. The question was sent into the schools on the same day and the result reported was, that it had been solved by only two pupils and they were members of the Bowdoin School, a girls' school! How pleased and proud was Master Robinson!

Some strangers, who were visiting the city schools, one day appeared at the Bowdoin School; one of the gentlemen asked permission to propound a question. Of course the request was granted and this was the question: "Who can box the compass?" This was a subject not found in the geographies of those days. After a few moments of surprise and absolute stillness, a hand was raised; the girl was called upon to answer and she boxed the compass, slowly and carefully, speaking each word fully; when through, she was asked if she could box it sailor fashion, this she did; then probably thinking to puzzle her, she was asked to box it backwards. When she had finished, the gentleman announced, "This question has been given out in several schools, but no one could answer it." Of course Master

Andrews was gratified, telling the class he could not have answered it himself. It was simply an accident, a case of a little home instruction.

"Audubon's Birds" had been recently purchased and placed in one of the basement rooms of the State House, for easy access. Master Andrews obtained permission for the older pupils to see them, without the attendance of a teacher and many pleasant hours were passed there.

When the committee or any visitors were in the school the whole room was called to order and members of the first class were called upon to recite. On one occasion, Master Andrews asked one of the pupils to read a selection from Wirt, "The Blind Preacher." The extract chosen describes the eloquence and impassioned fervor of the speaker, as he led his audience on through the childhood and youth of Christ; his beautiful teachings to his disciples; his compassion for sinners, and his humility and serenity as he bore the abuse and the bodily and spiritual suffering of the closing scene of his last hours. When his hearers were wrought up to the intensest compassion and thrilled through their whole being in close sympathy with the speaker, then he finished: "Father, forgive them, for they know not what they do." The effect is inconceivable. The whole house resounded with the mingled groans, sobs and shrieks of the congregation. The first sentence, with which he broke the awful silence, was a quotation from Rousseau: "Socrates died like a philosopher, but Jesus Christ like a God!" The stillness was so great in the school-room while the girl was reading that a "pin could have been heard, if dropped." Just before reading the last sentence, the reader paused and then dropped suddenly into her seat, and with hands over her face laid her head upon the desk, while her whole body was convulsed with laughter, which gave her the appearance of sobbing. Just

as she had lowered her book and began to recite the last passage, the girl seated just before her placed her hands backward over her shoulders, and directly under the eyes of the reader displayed two grotesque, hideous, black, East Indian images. Master Andrews said to the visitors, "She is a very sensitive girl; she felt all that she was reading." As soon as the girl could control herself she quietly left the room, but to this day that girl feels guilty of deceiving the master, visitors and all the teachers and the two hundred pupils present, but she could not expose her class-mate.

July 4th, 1846, six of the first class girls, whom Lowell Mason had selected, with a similar number of girls and boys from each of the other grammar schools and the Latin and High schools, to take part in the city exercises, assembled at the "Cradle of Liberty." Their part was to listen to the reading of the Constitution of the United States, to hear patriotic speeches by the best orators of the city, and under the leadership of Lowell Mason to respond to each speech with a song. These were taken from Mason's "School Song Books :"

1. "Oh land of good that gave me birth!
My lovely, native land."
2. "Friends we bid you welcome here;
Freedom's sacred cause revere."
3. "Before all lands in East or West;
I love my native land the best."

The others were the national patriotic hymns.

After the exercises were over all went to the banquet hall, where the singers were placed at a table by themselves. That, of course, was a red letter day in our school life.

CHAPTER X.

The books used in 1846 in the highest class of the Bowdoin School, where Pierpoint's American First Class Book, Goold Brown's Grammar, Smellie's Natural Philosophy, Worcester's Ancient and Modern History, Blair's Rhetoric, Mitchell's Geography and Globes, in the reading department. Frederick Emerson's Arithmetic, Bailey's Algebra, Colburn's Mental Arithmetic, Geometry, Parker's Physical Science, Book-keeping and Penmanship, in the writing department. In the spring of the year, Physical Geography was added. There was a singular circumstance connected with the first instruction of this latter study. Mr. Robinson told me the study had been placed in the writing department and he did not consider it belonged there, but in the reading department, saying he knew nothing about the subject, but did not like to find fault, as it was the last term of the school year and it might affect his position and asked me to conduct the class. Of course I refused as I knew nothing about the subject. He called at my home and talked the matter over with my parents. My sister graduated from the Bowdoin five years before and had continued her education at Rev. Mr. Ellis' school; my brother had graduated from the Mayhew and the English High School. Mr. Robinson was urgent, saying that during the summer vacation he would fit himself to teach it, so it was decided that, with the assistance of my family, I could prepare the lessons and impart what I had learned to the scholars. He gave the study to only the first twenty of the class. I began the first lesson with fear and trembling, as I thought the girls naturally would resent it, but they did not as far as I ever

knew, and the work was thus made easy and soon it was a great pleasure to me. I never saw anything that savored in the slightest of disapproval, and I have always been grateful to every member of the class. I have spoken of a habit of Master Andrews of stopping on the stairs and gazing into the recitation-room; after he had seen me several times, sitting at the table and the rest of my own class sitting around the room, as if I was teaching them, he called me into his own recitation-room and asked me what I was doing in the writing recitation-room so often. I felt obliged to tell him, although sorry for Mr. Robinson. He meditated a little while, with his head drooped forward, a little to one side, (a habit of his when thinking) then said: "You can go on with the work, but if there is any trouble, come to me. Do you understand? Come to *me*." I did not at the time take in the full significance of the order. I did not know at that time, what I have since learned from the Records of the School-Board, that in 1833 it was decided that the "Reading department master is the head authority and his decision shall be permanant." I think his motive was, to spare Mr. Robinson, and that the latter should not know Master Andrews knew anything about it.

On Exhibition Day, August 12, 1846, the first class assembled in the lower room and the room, entry and stair-way were packed with friends of the class. Master Andrews gave out questions to the class in his special studies and Master Robinson in his. Questions had been prepared on slips of paper and distributed, indiscriminately, to the pupils. As soon as a girl could give an answer, she raised her hand and was called upon. In arithmetic, algebra, geometry and physics explanations were required. One of the pupils recently told me, her question was: "How many times in an hour and at what time do the hands of a clock come together and at what time are they

opposite?" One pupil, in her haste to answer the question: "which are the largest cities of the United States?" by beginning: "Fity of Ciladelphia," was so disconcerted that she could not go on. Another pupil had been told on the afternoon of the day before to draw a large steam engine on the black-board. At that time drawing had not been introduced into the schools. Her question on a slip of paper was: "Demonstrate by the drawing the difference between high and low-pressure engines." In this way, which in reality took but a short time, the parents and other guests could easily ascertain the actual knowledge which the pupil had acquired. Those called upon to read, showed by their execution they had been thoroughly trained. Afterward a few short compositions were read, and the matter and style of reading them showed that Master Andrews was a number one teacher of grammar and elocution. The writing-books, which had been passing round among the visitors, were almost marvels of beautiful penmanship. Master Robinson was one of the finest penmen of his time. Chorus singing, under the charge of Lowell Mason, was interspersed between the exercises and after the reading of the valedictory. Rev. Dr. Sharpe, chairman of the school committee, after making a few remarks, called up to the platfom the six medal scholars, and threw blue ribbons, with a silver medal attached, around their necks.

During the exercises Mayor Josiah Quincy, Jr., and George L. Hilliard, President of the Common Council, entered the room.

1846—VALEDICTORY—LEAH L. NICHOLS.

It is comparatively of very modern date that we find a provision made for the instruction of all the classes of people. In former periods, the minds of a large proportion were left uncultivated; the fertile soil was never planted

with that knowledge and those virtues which render the possessors of them useful members of society. True, in all ages, the education of the richer classes of the community has been in some degree attended to; but even they possessed not the advantages which the poorest of our citizens now enjoy. Their education was confined to the ornamental, to the exclusion, mostly, of the useful branches of knowledge, excepting, indeed, those bright lights of Genius, of whom every age has its number, whose words have been of wisdom and whose works still live as beacons, illuminating the dark records of the past.

At the present time the greater portion of the inhabitants of the earth are sunk in ignorance. If we take a near view of the condition of the great mass of people in England, France and Austria, the great powers of Europe and the most enlightened nations of the East, we shall find many unable to either read or write. If ignorance is so prevalent in these countries, proverbially noted for wisdom and intelligence, how wretched must be the state of society in the less favored regions of the globe!

But ignorance is not confined to the old world; on this side of the Atlantic three-fourths of the inhabitants are uneducated. The establishment of common schools is a recent affair in many parts of our loved country and unless that method of communicating knowledge and training in the moral and intellectual powers of the great class of the people is more generally adopted, those institutions, rendered sacred to us by the value placed upon them by our ancestors, will be thought of only as things that *have been*; and the moral and intellectual powers of the lower orders of our community (augmented as it is by emigrants from foreign nations, many of whom are unable to read and write,) will be obscured by deep darkness, and superstition and ignorance will spread their wings over the land, obscuring the bright sunlight of knowledge and truth.

It is in the New England states, New York and Michigan, that the greatest attention is paid to the public schools, those institutions where the rich and the poor meet on common ground, with equal advantages for satisfying their thirst for knowledge.

The importance of education cannot be fully estimated, but in these states it is better appreciated than in other parts of the world. In passing through their villages, we see one and frequently several school-houses, and in near proximity we find the church of God; for knowledge and religion walk hand in hand. Without knowledge we could not have a clear understanding of the Gospel, and without *that* this world would be a world of misery and crime.

The effect of education upon the social character and habits of man is very great: it eradicates, or at least softens its turbulent passion; it tends to banish all angry feelings we may cherish against one another, while it nourishes and increases the virtues of the heart and inculcates within us the feelings of love and sympathy for each other in all the various relations of life.

We, who have enjoyed from early childhood the opportunities for learning to be found in Boston and its vicinity, ought to use our utmost endeavors to improve the numerous advantages so lavishly bestowed upon us.

Beloved companions; who are with me, to leave the spot hallowed by many pleasant associations and who are now forced to bid farewell to our teachers and companions, we cannot but regret that we have ever misspent any portion of that time which is not ours and for every moment of which we must render an account to our Heavenly Father. Though we are now to leave this place, we must not think that our moral and intellectual education is finished, but only that the corner-stone is laid, and we have now to rear that fabric which will enable us to lead a life of usefulness

and enjoyment here, and prepare us for a higher and nobler state of existence beyond the dark precincts of the grave.

We are now to separate, and it may be never more to meet again in this world. The parts which we shall play on the broad stage of life may differ; some may inhale the balmy airs of the South and wander through its spicy groves; some may dwell in the cold, dreary regions of the North; some may pass a life of toil in the far East, communicating to the ignorant heathen the knowledge they acquired here; some may find a home in the West, where no civilized man has yet lived; and the cold grave may hide the forms of some and their souls be in the spirit-land, "where the wicked cease from troubling and the weary are at rest." But if we chance to meet amid the ever varying scenes of life, let us take each other by the hand and sympathize in each other's griefs and joys as we have done so often here; and whether in prosperity or adversity, let us never forget our school-days or our school-day friends.

"Never forget the holy love
It hath been ours to keep,
Undimmed amid all toils and cares,
The true, the pure, the deep,
The trusting love of early youth,
Still fair, in its own changeless truth."

Our associates : who are to remain yet longer as pupils of this school, we hope you will fill the places which we now occupy better than we have done; we hope you will endeavor to lighten, not to add to, the task of our instructors. It is of the utmost importance that you improve every moment of your time; your instructors are toiling incessantly for your good, and is it not your duty to repay their kindness by endeavoring to profit by the labor they are bestowing on you ? By so doing you will essentially contribute to the happiness of yourselves and friends.

You may think it presumption in one of your own age to speak to you thus, but it is done, be assured, that when you leave you may feel the consciousness that you have performed aright the duties imposed upon you here, and be able in after years to think with pleasure on the many pleasant and profitable hours you have passed within these walls.

During the last year our band has not, as formerly, been broken by the "Angel of Death," yet the hour when the things of earth shall be no more for us may come when least expected, and we know not which may be called home first, for Death respects not persons, and though—

"Leaves have their *time* to fall,
The flowers to wither at the north wind's breath;
The stars to set—yet all,
Thou hast all *seasons* for thine own, Death."

Esteemed instructors, who have so long and patiently borne with us; who have often been obliged to rebuke us for our waywardness, but always as mildly and pleasantly as compatible with your duty and our good, we now ask your forgiveness, for all the wrong we may have done here and all the anxiety we have caused you while members of the school.

You have untiringly striven to cultivate our minds by explaining the ever-open book of Nature, by leading us into the large and extensive field of knowledge; assisting us to cull its choicest flowers and twining for us an unfading chaplet; by teaching to us the general rules and principles of life and endeavoring to give that strength and stability to our characters which will enable us to resist the temptations and to bear the various vicissitudes of life, with hearts grateful to our kind Benefactor.

You have attended not only to our intellectual but to our moral growth; you have turned our thoughts from the contemplation of the beauties of Nature to the goodness

and infinite wisdom of the Creator; and we shall ever look back with grateful remembrance on those who early taught us the importance of education and truth. Accept then our hearts' warmest thanks.

Respective sirs, you have watched over the welfare of this school during the last year with unremitting interest and we cordially embrace this opportunity of tendering our thanks for the kind attentions you have bestowed upon us. Your predecessors were, for several years, guardians of this school and most faithful were they in the discharge of their arduous duties; though we were grieved when the tie was broken which connected them with the Bowdoin School, yet we rejoice that their places have been so well filled, and we hope for the prosperity of our institution that you will long continue to visit it in your official capacity.

To our parents, brothers, sisters and friends who have gathered here to witness our advancement since the last annual exhibition, we would say, we have been inspired with confidence by your presence; we hope you will look with forgiveness on whatever you have seen amiss. Remember we have but begun the great work of education; that we are yet advanced but a few steps on the ladder of learning; we are conscious of our deficiencies. If you have seen aught to gratify you in these our humble performances, we are repaid for all the anxieties of the day.

And now remains to be spoken the parting word, farewell. Its associations are of grief and sorrow, and how sad it is,

"To part when time
Has wreathed his tireless wing with flowers:
'Tis bitter now to rend the heart
With the sad thought, that we must part;
And alike some low and mournful spell,
To whisper but one word—farewell."

Schoolmates, teachers, friends, all—farewell.

In the afternoon the city entertained all the medal scholars and teachers in Faneuil Hall. Remarks were made by the mayor, some city officials and some members of the general committee, and Mayor Quincy gave a bouquet to each scholar; a banquet followed and all left the "Cradle of Liberty" tired, but oh! so happy! The next evening was spent in the Public Garden.

In the Boston Evening Transcript, the next day, the following notice was published: "Allow a few remarks relative to one school at the Exhibition of which I was present Wednesday. Neither its name nor that of the pupil will be mentioned. There were present a very large auditory, during the whole time, and before closing the Mayor made his welcome appearance. The misses acquitted themselves in a highly respectable manner. The valedictory by one of the elders, only (15) years of age, was a beautiful production, evincing a cultivated mind and a heart of pure affection. It is my happiness to turn to the original and ponder over its pages, none of which, not even a line, is without instruction. The farewell was touching, yet it is not a farewell. If she is destined to meet in the future any of her former associates, she will sympathize in either their troubles or their pleasures. She will never forget her school-days. Although a stranger to her, in concluding this notice, I will say; may her journey through life be long and tranquil, when old age shall creep along, let her remember what she said, 'Leaves have their time to fall.'"

A little circumstance occurred in Faneuil Hall; amusing to one at least of the participants. A group of the Bowdoin School graduates were chatting together, when a gentleman stepped to them and said, "I attended the Exhibition of the Bowdoin School this morning and was very much pleased with what I saw and heard," and turning to one of the group, "I wish to thank *you* for your valedictory, it was

well worth hearing." The girls thanked him, and not having the slightest idea who he was, asked if he would please give his name. He was rather a short man, but drew himself up to his full height and said, "George S. Hilliard, President of the Common Council." He was a noted scholar, writer, and statesman, but he evidently believed that he was honored by his official position, and in those days it was justly so considered.

MEMORIES.

To the Graduates of the First Quarter of a Century of the Bowdoin School, 1821-1846.

The fair, dear Memories of our childhood,
Closely around our later years twine,
Soothe the pain and illumine the good.
That follow alway the footsteps of Time.

The sports of those days, enjoyed so freely,
Rolling of hoops, the tossing of balls;
Uphill races—coasting back gaily;
These bright scenes, Memory clearly recalls.

Paddling in brooks, chasing swift-running streams;
Culling of posies, so brightly hued;
Across grass or snow, sun's golden gleams,
Viewed in our wintry age, youth seems renewed.

Glimpses of school-life, to us come anew;
Love for the dear guides of our Springtime;
Earnest work and youth's friendship so true,
Blessed our way until the days of our prime.

Our Summer passed by, Memory doth show
Home, with its pleasures, sorrows and love,
Children, God's gifts, our hearts caused to glow;
Some are here, some dwell with loved ones above.

Then Autumn approached, we saw "gates ajar,"
Stepped within; lo! soft, bright tints were there,
Three purest rays shone in from afar;
Hope, faith and peace made our sojourn there fair.

Nearly four-score years of our lives have passed,
Now we live amidst Winter's white sun,
O'er all may Heaven's love light be cast,
Making our last our most beautiful time!

LEAH NICHOLS WELLINGTON.

CHAPTER XI.

What a difference between these simple exhibitions with the attending examinations and the elaborate graduations of to-day! Then the pupils were simply dressed, mostly in white, but it was not obligatory; some appeared in any pretty dress they might have; there was no insistence that everyone must wear white. No expensive bouquets, generally sent to the graduates by some members of their families, when the children of a few of the parents who do not approve of it or who can not afford it, keenly feel the omission. There were no printed programs; no piano solos, as instrumental music was not then taught in the schools. As to the flowers, they were probably afterward sent to the children on graduation and probably in excess, as in June, 1881, an order was passed by the school board that no public presentation of flowers to any pupils be permitted in our schools on exhibition day. Our graduation days were ones of simple excitement and pleasure, for parents and children.

Quoting from a graduate of 1841: "But what good instruction in those days! The Boston schools were far superior to what they are to-day, it seems to me. Boston was very proud of her public schools and I was a loyal daughter and felt so too, and even now, I try some times, to make the present generation believe that "the old was better than the new." Similar messages have been sent from several of the oldest graduates, and this opinion is still held by many, probably by a large majority of the first quarter of a century graduates: particularly by those who have watched the education of children and grand-children, yes, great grand-children, attending the schools, during the

last sixty years. While the sub-committee was drawn from the general board, for each school district, the Bowdoin School, from its locality, was always highly favored; it had the best men in the city, that is, those especially fitted for the work, by education, position and inclination, to watch over the welfare of the school. The full board in 1846, the quarter century year of its existence, comprised the following: Josiah Quincy, Jr., Mayor, President of the Board; George S. Hilliard, President of the Common Council, Secretary. For many years the Mayor of the city and the President of the Common Council filled these positions.

- Ward 1. Rev. Sebastian Streeter, Henry G. Clarke.
- Ward 2. James U. Barnes, Samuel C. Allen.
- Ward 3. Samuel P. Simpson, Moses E. Greene.
- Ward 4. Hiram A. Graves, Ezra Palmer, Jr.
- Ward 5. Frederick Emerson, Ninian C. Betton.
- Ward 6. Theophilus Parsons, Rev. Daniel Sharp.
- Ward 7. Edward G. Loring, Rev. Charles Brooks.
- Ward 8. Rev. Daniel M. Lord, Rev. E. M. P. Wells.
- Ward 9. Daniel L. Coit, George F. Curtis.
- Ward 10. Rev. Nehemiah Adam, Ezra Lincoln, Jr.
- Ward 11. Rev. Otis A. Skinner, Charles C. Barry.
- Ward 12. Alvin Simonds, Rev. Theodore D. Cooke.

Theophilus Parsons, one of the noted judges of the United States, with a high reputation as an international judge, Ninian C. Betton, later a state judge, and the Rev. Daniel C. Sharpe, D. D., were the committee of the Bowdoin School, and like their predecessors, they were interested in the school, visiting it often, and their visits were always enjoyed by the pupils, who never said: "Oh dear, the Committee are coming to-day, don't you dread it?"

We were always expected to speak to them, when we met them on the street and when they came to the school they would stop and chat with us a while.

Drawing seems to have been one of the optional studies, as it was taught in some schools and not in others; it was taught in the English High School as early as 1827, six years after the school was founded. It had not been taught in the Bowdoin until after 1846; in 1853 a teacher was appointed, but it was taken only by pupils who seemed especially talented.

The first Derne-Street building was taken down in 1847 to give place to a large stone reservoir for the Croton Water Works, to supply water for the highest part of the city, in case of fire or a low supply of water. It has been stated that it was never used.

A new building was put up for the school on Myrtle street; during its construction, the school was held in the Masonic Temple, now Stearns' Building. I give a few extracts from letters of pupils who attended the school at that time. "At recess we played on the Common, guarded by policemen detailed for that purpose. At this time there was not a single store on Tremont street from Park to Boylston streets. Street-car tracks were unthought of, and the few 'hourlies' that ran out of the city went, I think, on other streets. We children ran back and forth across the street as freely and safely as if it had been an ordinary village highway."

"The pupils had the privilege at recess of playing on the Tremont-Street Mall or promenading down Temple Place, as *far as the steps leading* down to Washington street. Ball playing was the favorite and healthful recreation, the calisthenics of those days."

"I do not remember how long we went to the Masonic Temple, but it must have been a year, for I recall sailing sticks on the Frog Pond in summer and sliding on it in the winter."

"When we were in the Masonic Temple, our recitation-room was in the basement and had a window opening

into the passageway next to St. Paul's Church. Warm afternoons, the older girls would get out of the window opening into the passage and go for water, which was always welcome. I was in Miss Hannah Andrews' class when we went there. She would read us a nice little story and I, being the baby of the class, sat in her lap."

At the dedication of the new Bowdoin, on May 15, 1848, addresses were made by Mayor Quincy, Judge Theophilus Parsons, Sampson Reed and George B. Emerson; the two latter were sub-committee of the school and Judge Parsons had previously been one of the committee for several years. The school accommodated 561 pupils. From a graduate: "The building was thought to be a fine one. I remember every detail of its various rooms perfectly. The upper story was one large room, with windows on its sides, the raised platform running the whole length of its northern side. The views from the north and west windows were extensive and interesting. Master Andrews' desk was near the easterly, South Russell street end, and there were two desks for assistant teachers farther down toward Buttolph, now Irving, street. The piano and music blackboard were half-way down the platform, facing a broad aisle, which terminated in a bay-window room, used for callers, and for private admonitory lectures. The assistants had, each, a recitation-room, but the master's class recited, always standing, around the side of the room. There were no closets or dressing-rooms; our shawls and cloaks, wet or dry, hung upon two or three rows of hooks, which extended along the sides of the room. In Master Andrews' room was a case of shelves with a few reference books, belonging, I think, mostly to him personally, and in Master Robinson's room was a similar case, containing philosophical appliances which would, I suppose, be looked upon as relics now. In fact, all our text books would be curiosities to the

school children of to-day. Our United States History terminated with the Mexican War, and on our maps of the United States all the space between Missouri and Arkansas to the 'Cordillera of Mexico,' was peppered over with black spots and labelled, 'Great American Desert,' while the western declivity was a blank, marked 'Unexplored Country.'"

During all my school-days we were taught singing by Mr. A. N. Johnson, although Lowell Mason (music superintendent) came occasionally.

The two lower stories were divided by a partition with sliding doors. The school was for some years the show school of the city.

CHAPTER XII.

A later graduate writes :

"I remember well when our school, together with the pupils of all the other Boston schools, met upon the Common, October 25, 1848. We wore badges of satin ribbon adorned with the city seal, the name of our school, and the date of the introduction of the Cochituate water. We went to view the procession, hear the addresses by Mayor Quincy and Nathan Hale and, standing by the Frog Pond, sang an original ode (I believe by James Russell Lowell); I have not seen this ode for more than forty years. After the singing, the water was let on for the first time, and the fountain in the Frog Pond rose in throbs to its utmost altitude, amid deafening applause. To our astonishment, the water was at first a deep brick-red color, but it soon became less opaque, and at last clear as crystal" The writer of this was correct as to her surmise, the author was James Russell Lowell. The first and last verses of the poem :

"My name is Water, I have sped
Through strange dark ways untried before,
By pure desire, by friendship led,
Cochituate's Ambassador.
He sends four royal gifts by me :
Long life, health, peace and purity."

"To free myself, to-day, elate
I come from far, o'er hill and meed,
And here, Cochituate's envoy, wait
To be your blithsome Ganymede.
And brim your cups with nectar true,
That never shall make slaves of you."

Quoting from the same graduate : "At the age of seven I entered the lowest class of the old Derne-Street school,

on the corner of Derne and Temple streets, having duly graduated from the primary school on the corner of West Cedar and May streets, now Revere street. The first class of each of the different primary schools in the district met for examination in the old Phillips School building, corner of Pinckney and West Centre (now Anderson) streets. Having successfully passed the examination in reading, spelling, and the multiplication table, we received a certificate and began our career in the grammar school. Two little incidents stand out in my memory of those very early days at Derne street. One was, when in single file, we marched through one of the lower rooms to view a wedding present which was to be given by the school to a retiring teacher; the other was when an alarm of fire was given out and the rooms were full of smoke. As we huddled down the stairway, I become aware of a strange man standing by an open window on the landing. Without ceremony he lifted me out of the window into the arms of a fireman on a ladder, who in turn passed me to a third, who deposited me safely on the sidewalk below. I must have been nine or ten years old when the new Bowdoin School was opened, and from that time I seldom missed a session. The school was for some years the show school of the city. Among distinguished visitors, I remember that Ralph Waldo Emerson brought Fredericka Bremer to visit us."

The fire which the last writer referred to, was the third that occurred in the Derne-Street building. I continue quoting from her, although it may seem a repetition of what has already been given, for I am sure it will be gratifying to the graduates of the school to have the opinion of more than one person, showing the estimate of different pupils, of different years, respecting the teachers, who by their untiring work have made the Bowdoin School one to be proud of.

"Of the several lady teachers through whose classes I passed consecutively, I have only pleasant memories. One of them, Miss Murdock, of the 'Highest Second,' always seemed to me to be the embodiment of wisdom and dignity. I can see her now, after forty-seven years, every line of her face and figure; the clear, steady eyes; the large, faultlessly-white teeth; and the glossy brown hair, always worn in a smooth 'French Twist' with a tortoise shell comb. Having passed through Miss Murdock's division, we entered the master's classes. They were called, regardless of grammar, the 'Highest First' and 'Lowest First.' Each of these classes were sub-divided into first and second sections and the average girl passed about four years, from her twelfth to her sixteenth year, in going through them. It would be impossible to find two men more utterly unlike than were these two masters in appearance, temper, raiment, manners and methods. Mr. Andrews was, as he explained to us in one of our anatomy lectures, 'a person of a gross habit,' while Mr. Robinson was spare to attenuation. Mr. Robinson had a small head, with closely cropped gray hair; little, restless, gray, glittering eyes; and thin lips, which twitched incessantly. We thought him about seventy-five years old. As he had middle-aged children, he may not have been far from that. He was an expert in mathematics and his handwriting, even in his old age, was very elegant.

"Master Andrews was a large man, who wore a brown wig and gold-bowed spectacles. He was probably as old as Mr. Robinson, but we did not think so. His word was law and his laws like those of the Medes and Persians. No girl ever thought of trying her strength against his, but we liked him, all of us, and respected him. He had a genius for imparting the love of study. The amount of collateral information which he imparted in the course of a recitation was something wonderful to remember. He was especially

strong in spelling. I never knew a graduate from that shool who was not a good speller—she had to be. In those days there were no colleges for girls, in fact there was no Girls' High School for them, but with four years spent with Master Andrews and the 'American First Class Book' I have never felt myself an uneducated person.

"I suppose we played at recess much the same things that school girls do now; but what girl of to-day ever heard of pricking a ball? We did it very often. I don't know the science of it, but we cut a small cube from a piece of drawing rubber, pure black gum, no sulphur nor grit, and holding it and turning it constantly we pricked it all over with a big shawl pin or awl; it swelled, grew round and hollow; then we cut a little slit in it and poked in little bits of rubber, surreptitiously obtained from the edges of our pure gum shoes probably, and repeated the process until tired. These balls were nice, pretty and bounced splendidly.

"Another fad had its fascination for a time. It required six actors, a short girl preferably, though height was no object, four tall girls for 'lifters' and the sixth who acted as mistress of ceremonies. The short girl stood in the center, each of the four lifters placed a fore-finger of one hand under her arm-pits, and under the hollow of each foot. At a given signal from the leader, all five inflated their lungs to their utmost capacity and the centre girl rose into the air as high as our arms could reach, with no apparent effort on the part of anyone. If you laughed or let go your breath, she dropped. This could last only a few seconds, when we expired in unison and she slowly touched the ground again. I have since read that this could not be done, but we did it repeatedly. It finally came to Mr. Andrews' ears, who forbade it peremptorily, as dangerous."

It is singular that the descriptions in these last extracts are very nearly the same as I had already given. She

is slightly mistaken as to the first class; there were two divisions, first and second. The first division would be with one master in the morning session and the second division with the other, for a week; the next week the first division would be with the other master, and the second division would be with the one who first had the first division mornings. There was no way the masters could carry on the work of four divisions unless the first two divisions, then the other two divisions, were out every other day. If Mr. Andrews' pupils were good spellers, "because they had to be," so all of Mr. Robinson's pupils were fine in penmanship, "because they had to be." The lifting game, which the writer describes, was in vogue in 1840 and 1841. I remember when my sister came home and told of it; of course it was doubted; there must be some trick in it; but my sister insisted it should be tried, and it was after a little practice easily executed. It was also played in my day.

As to the ages of Master Andrews and Master Robinson, Mr. Robinson was the elder by five years and three months.

A graduate of 1850 says: "I was much attached to good Mr. Robinson, and from a peculiar little episode and my quickness and pleasure in his arithmetic, was one of his favorites; he on some occasions hearing my lessons and then giving up the class to my instruction.

"There had been some disturbance of the desks in his schoolroom, so one afternoon he remained in the recitation-room to assure himself who the offender could be. At early dusk I ran across the room towards my desk, when he sprang, caught and shook me. In a moment he saw I was innocent of any mischief, and in regretting his haste was always very tender to me. Having used and taught from many other arithmetics, I cannot remember if the present one is like the one I studied, but it is enough to

possess what bears his name. I've never ceased to regret losing sight of the one I had when I was taught by the revered author."

A pupil of 1852 sends the following: "I was a member of the Bowdoin School from my seventh to my sixteenth year. I remember being handed out the window once when a fire occurred in the building during school hours. During these nine years Mr. Andrews always seemed the embodiment of wisdom and judgment. I have an old copy of the 'American First Class Book,' and almost every page suggests some well-remembered comment or criticism of his. 'Old Jacob Stock,' 'Goody Blake and Harry Gill,' the 'Address to the Mummy in Belzoin's Exhibition' and many other pieces bring back vividly his look, tone and gesture. He was full of information and anecdote, and stimulated our interest in collateral reading, connected with the various studies in his department. To this day, although it is more than fifty years since I last saw him, I often find myself recalling, and giving to others, some useful bit of information thrown out incidently by him in those long-gone days; and I feel that to him and his inspiration I owe the most of happiness found in books during many years of invalid life."

Another graduate of 1852: "I think we all had a certain satisfaction in seeing 'Master of the Bowdoin School' on the title page of our arithmetics." [referring to Mr. Robinson's arithmetic]. "Of the arithmetic, after a lapse of more than fifty years, I remember only one sentence, and that, I think, the first in the book: 'Arithmetic is the science of numbers and the art of computation.'

"At that time we were using 'Greene's Analysis of English Grammar.' This book was prepared by Master Samuel S. Greene of the Phillips School, afterward Professor Greene of Brown University. Master Greene held the

theory that there was no need of teaching spelling, that every one would sooner or later acquire the habit of spelling well from observation in his ordinary reading. My brothers and boy neighbors attended his school and to this day, though they are gray-headed business men, I think they are all more or less dependent upon a dictionary for their spelling. Master Andrews of the Bowdoin School believed in a thorough drilling in spelling, never intermitted from the lowest class to the highest, and all my school friends, no matter how hard-working or commonplace their lives may have been, were, and are, good spellers always.

"During these years we used 'Worcester's Outlines of General History.' We went through it several times from the 'Five Great Nations of Antiquity' to the Mexican War of 1848.' I remember little or nothing of the text of this history, but I found the foot notes very interesting reading and can recall many of them. For instance, while we were studying the 'Wars of the Roses,' between the houses of York and Lancaster, a foot note told us of a York lover who sent a white rose to his sweetheart with this verse :

'If this fair rose offend thy sight,
It, in your bosom wear.
'Twill blush to find itself less white
And turn Lancastian there.'

This quotation has stuck in memory like 'Thirty days hath September.' Also when studying of 'Barebone's Parliament,' we were told in the foot note of children who were named after whole verses of Scripture, one being named, 'If Christ had not died for our sins we should have been dammed,' the note stating that, for convenience, the child came to be commonly called only by the last word of the verse.

"The thorough study which we made of the 'American First Class Book' was an education in itself. Master An-

draws made us take an interest in the subject matter of our reading lessons, and much of his collateral information still abides with me. I remember we were reading Bryant's 'To a Waterfowl,' and were droning listlessly through it when, with a sudden start, Mr. Andrews called out, 'See it!' at the same time pointing to the sky out of the long western windows of the school-room. Every girl woke up and turned involuntarily to look, then as the unimaginative girl, whose turn it was, went on monotonously, 'As darkly painted on the crimson sky,' he threw down his book with a groan, saying in a tone of utter disgust, 'That girl doesn't see it.' Other text books used by us were 'Olmsted's Rudiments of Natural Philosophy,' 'Woodbridge's Geography and Atlas,' and 'Cutter's Anatomy, Physiology and Hygiene.' Colburn's Mental Arithmetic was used regularly in addition to our written arithmetic lessons."

CHAPTER XIII.

In 1852 a leak was discovered in the roof of the building. In making repairs it was found the ventilating plant had never been completed; it stopped in the attic; this was rectified. Poor human nature! It seems to have been very much the same in the past century as in the present one. Probably the citizens of those days knew nothing about the unfinished work of the building. If to-day, such a wrong had been done and been discovered, every parent, whose child had attended the school during the four previous years, would have heard of it the same day of its discovery, and in their indignation that their children had been deprived of the free air for which the city had paid the contractors, strong protests would have been sent to the city; but in those days telegraphs, telephones and innumerable daily papers were not in use, and probably many a parent never knew of the wrong.

In 1855 colored children were admitted to all the public schools of Boston. A large majority of the colored people lived on Beacon Hill, in two or three of the streets sloping down to Cambridge street. The consequent increase of pupils in the Bowdoin School necessitated some addition to the building, without enlarging it; the required room was obtained by a partition across the large hall, thus gaining two more rooms, but losing a fine hall. These rooms, the committee ordered, should be properly heated.

The following was sent in by one, who entered the school in 1852 and graduated in 1858: "I left the Wells and entered the Bowdoin near the close of Master Andrews' administration, being placed in the class taught by his daughter Hannah. The large room in the upper story was

undivided by any partition and accommodated three classes of the reading department, as it was called, of which the master's class was one. Miss Andrews was accustomed to take the two sections of her class, alternately, to the recitation room, the other being left to study in the large room under the general supervision of the master. If we, restless children, trusted too much to the belief that he was too deeply engaged with the recitations of his own pupils to detect our play, we were likely to be startled by his heavy gruff voice calling us to order. An idle glance down to the end of the room would generally show us his portly form seated at his desk, with both feet resting upon it and a smile wreathing his large mouth. He wore a wig, which was glossy black and curly, and his suit was invariably of clerical black. When at the beginning of every morning's session, he stood to read the Scriptures and offer an extempore prayer, his tone and manner were full of reverential devotion. He was accustomed to require his reciting class to form a line around the room, and on one occasion, when they were unable to give correctly the case of a word which they were parsing, he was sorely tried at what he freely called their stupidity and affirmed that the little girls in his daughter's class could do better, calling upon me to answer the same question, to prove the truth of what he had said. I am not sure whether I had begun the study of 'Bullion's Grammar' or not, but certainly I knew nothing about case, however in idle moments I had listened, as any child will, to what was going on at the other end of the room, and when thus suddenly questioned, frightened by the publicity, and the responsibility of justifying the master, I spoke out the only thing I could recall having heard the grammar class say, which had not been declared wrong, at this time, which was, 'Nominative independent by direct address.' For this, I was called upon the platform to be commended, my confusion

being greatly enhanced, by the consciousness that it was all an untruth on my part since I had no knowledge of the subject whatever. In the class of Miss Hannah Andrews we began the study of history, using 'Peter Parley's text book,' square, with green covers, two columns on a page with numerous pictorial chapter headings. The only teaching of hers which I can distinctly recall is, that a 'horizontal line appears longer than a vertical one of the same measurement.' Her sister, Miss Sarah, taught a younger class, and my admiration was always excited by a large blue brooch, with a covered head, which she usually wore. Miss Mary S. Robinson was the daughter of the old writing master, Mr. James Robinson. Her mind was as alert as her black eyes were shining, and the pain of her crippled body was sufficient excuse for the sharp ring of her words. Heaven forgive us that we eluded her best efforts, laughed at her embarrassment, and rejoiced wildly to pass beyond her control. We called her old and cross, when we should have been sympathetic and pitiful.

"Miss Rebecca Lincoln was of short figure, with polished and dignified manners and so gifted in drawing, that she taught the two upper classes, as well as her own. She walked with a rapid gliding step, and always carried an ivory ruler in her thin hand as she went about from desk to desk in the drawing hour. She helped those who could draw well, but seemed little interested in others, and her impassivity did not readily yield, except to a few who were enthusiastic in her praise, while most found her cold and were alienated by her quiet sarcasm.

"Miss Mary A. Murdock, fine Scotch woman that she was, was nicety and integrity itself. Her soft brown hair was always carried smoothly below her ear, and the open neck of her surplice waist was filled in with the smoothest of folded lace. She taught us exceeding neatness in all we

did, and precision in whatever we learned. Can we not for the moment, see her beautifully white and regular teeth, as she insisted that we must pronounce 'been' with a prolonged 'e' just as spelled? On Monday mornings in her class, we had a lesson out of "The Manual of Morals," which, to most of us, seemed a very stupid book, but some others of us enjoyed it in a small measure because she seemed just the woman to teach it. I recall Miss Sarah Mitchell, the rhythmic oscillations of whose gait, prepared one for the calmness of her ringlet framed face, on nearer view, and the modulations of her low-toned voice. She was a foil to Miss Robinson, whose room she shared.

"With the departure of Master Andrews, disappeared the inconvenient custom of the pupils occupying one room in the morning for reading lessons and another in the afternoon for writing lessons, which necessitated the constant carrying of books forth and back. In preparation for the coming of his successor, Mr. Daniel Colcord Brown, A. M., previously sub-master of the Brimmer school for boys, a partition was made in the upper room and the seats throughout were turned around that the light might be behind the scholars. The new master brought many novel ideas, which he at once began to use for our benefit, especially in the matters of map drawing and composition writing. He had a large ledger-like book, into which the very best of our monthly effusions were copied and then read aloud to the class. I recall the longing I had, that one of mine might be so honored, but cannot recollect that any work of my brain was ever there. Mr. Brown tolerated nothing that interfered with study; taught us to use books of reference; gave us the idea that the world was larger than our little community, and tried to show it to us by 'Familiar Science' readings, by papers prepared from the 'Commercial Encyclopaedia' and by 'Imaginary Travels.'

Under his instruction the Bowdoin School became renowned for their excellent penmanship. He loved the earnest scholar, regardless of social standing, and knew how to impart knowledge. He rejoiced in every success of his pupils, but earnestly discouraged all strife for position, aiming to send to the High School those who would maintain the reputation of his school for high scholarship, whether or not they should enter with the highest percentage of any school in the city. In this he was so successful that the high rank of the Bowdoin School in this particular was unquestioned, while but one school ever excelled in the entrance examinations and that not invariably. The curriculum was not so bound by authority as at present, and Mr. Brown found opportunity to teach us English, French and Ancient History, with all the departments of Physics, afterwards taken up at the High School.

"One day an attractive young lady visited the school, and after she had gone a whisper was started by the assistant, Miss Marcy Ann Smith, and eagerly circulated among the girls, that this was Mr. Brown's '*intended*.' Although she never came again, the topic of our master's approaching marriage was a favorite one. Early one afternoon, a message came for Mr. Brown, which called him away for several days. On the morning of his return, as he was about to conduct the devotions, he opened the Bible at random and read the passage upon which his eye fell, 'What man is he that liveth and shall not see death?' Abruptly closing the book he left the room, followed by Miss Smith, a deep awe hushing us all. After a long time she returned alone and told us, with tears, that the young lady had died, and that it was her illness that had caused the recent absence of Mr. Brown.

"Mr. James Robinson, who had in his younger days been at the head of the writing department and who was

the author of the Arithmetic which we studied, was now an aged man and receiving a small pension from the city, with the nominal duty of visiting the school at his convenience to supervise the instruction in writing and arithmetic. Once or twice a year he paid us a visit, gravely important over the discharge of his duties. One the pleasantest recollections associated with Mr. Brown is of his tenderness towards this feeble old gentleman, whose trembling limbs with difficulty bore him up the long flights of stairs, but whose blue eye was clear and cheek 'like a rose in the snow.'

"A young Hindoo, in this country for education, visited our class one summer day and in the course of the address which he was invited to make, he described to us some of the customs of his country. We were especially interested in the manner of drinking water by pouring it from a cup held at arm's length above the mouth, and when we went out at recess the most of the class experimented upon the East Indian method, with such effect upon our thin dresses as to astonish Mr. Brown and make us extremely uncomfortable until time for dismissal.

"One day there came a stranger, announcing herself as 'Miss Parker, a teacher of Mnemonics from Paris,' anxious to secure pupils to form a class by whose achievements in memorizing she might secure others. Her singular costume, especially a large hat with a deep fringe of beads around its drooping edge, when all other ladies wore bonnets, amused us, but we thought, of course, it must be the latest French fashion. Mr. Brown introduced a half-dozen of us to her and arrangements were made for us to learn her method. When she thought us reliable, she took us to Harvard College where, in a private room, students were invited to test our ability to remember dates and disconnected facts, by her method. I never heard that the enthusiastic lady ever gained any pupils by our help.

"Miss Smith! modest, faithful, ready to fit into corners without complaint; she elevated our characters and made us more womanly. Happy the girl who could take her home to dine! Later she became the wife of Mr. Henry Vennard of Lynn and had many years of happy married life.

"The first music teacher I recall was Mr. A. N. Johnson, brother of Mr. J. C. Johnson, who gave children's Floral Concerts, and brought over from Germany the Christmas tree. He was followed by Mr. Charles Butler, a painstaking teacher and a great favorite with all the girls. The hour of his semi-weekly lesson was eagerly anticipated, yet so unscientific was the method pursued that we learned next to nothing in the course of a year, except to sing indifferently well a few easy songs out of the 'Pestolizian.' It was years before I had the slightest notion why this peculiarly hard name was given to our song-book.

"The young girls of to-day would be greatly amused with the costumes we used to wear; the low necks and short sleeves, even in winter; the close bonnets in summer, and hoods with long ends tied on the tops of our heads in winter, and the fantatsic styles of hair dressing which have never come into vogue again.

"In 1856, the statue of Franklin was erected in front of City Hall and the occasion of its unveiling was made a festival, at which several hundred school children sang, seated upon a grand stand in the City Hall yard. Other similar festivals were held in Music Hall in honor of the visit of the Prince of Wales, October, 1860; and when the 'Oceliaba', under Admiral Lessofsky, and other vessels of the Russian fleet, were in Boston harbor, their officers were the guests of the city.

"Can we leave the old school-house without alluding to 'Marm Haywood's' candy shop opposite? Where, for a

penny, we could get two long and very slender sticks of lemon-flavored molasses candy and, if we had any money left, could spend it on chewing gum or toys. The wind blowing fiercely up Irving street, made it difficult to stand on the icy sidewalk in winter, and when we opened the tinkling door of the little shop the gust took us in without ceremony, showing us 'Marm Haywood' wrapped in a shawl, the exposed room being bitterly cold in spite of the fire in the stove. Her pleasant voice gave us welcome, cordial welcome, and her short curls, the color of her own candy, falling out from under her black cap, bobbed about her face as she waited upon us. If the monitors discovered our visit, we sometimes suffered the grief of temporary or permanent confiscation of our treasure, which was a bitterness not soon forgotten."

A colored graduate of 1859, the first of her race to graduate from the Bowdoin School, sent me the following: "When my dear little mother and I came to Boston in 1852, we found that children of all ages and from every section of the city went to the school on Joy street, just below Myrtle street, of which Mr. Thomas Paul was the master. He was a very severe man and the dread of my life. My mother decided that it was not the place for me, so after one term I was sent to a private school, where many of the colored people who could afford it sent their children. The principal was Mr. Watkins, brother of Frances Ellen Watkins, who has done so much good work as a temperance lecturer. I went to the school as long as it was kept open. The doors of the public schools of the city were opened to all its children, irrespective of race or color, on the 1st of September, 1855. I well remember my mother's words that morning: 'Come, Ariana, you are going to school this morning to the Bowdoin; it is open to all and I want you to enter to-day.'

I tried to persuade her to let me wait until the novelty of the thing should wear off, but she would not hear to it and my farther pleading. I started along up the hill and, arriving in ample time, found Master Brown, who gave me a cordial welcome and directed me to go upstairs to the top floor, where all the school seemed to have assembled, and after some devotional exercises, the master made an address, in which he spoke of the new element in the school for the first time; that the colored girls had a right to be there, as the state had decided; that he should show no partiality, and hoped that nothing but kindness would be shown the new girls. It was my fortune to attend several years, in which time I was made to feel at home and received the utmost kindness from Miss Hannah Andrews, Miss Mary A. Murdock, Miss Rebecca Lincoln, Miss Marcy Ann Smith, the teachers."

CHAPTER XIV.

From a pupil of the class of 1858: "One of the attractions of the second Bowdoin building, the first on Myrtle street, was the cellar, cold and dark. One entered it with almost a shudder, when permitted to go alone to get a drink. Almost in the centre of the cellar was an old-fashioned pump with its long handle. The water was icy cold and memory recalls it to be of excellent flavor. But various school-girl traditions of tramps hidden in the coal-bins, made one start if a coal happened to move, or a passing cloud suddenly increased the shadows, and hastened our return to the writing teacher, with a pitcher of refreshing water. I recall the grateful relief I felt when I had closed the door at the top of the stairs and was once more in the sunlight. The ascent of the remaining flight of stairs was not so hurriedly made.

"I remember with gratitude Miss Clarke, a patient teacher, who could readily tell if a girl turned around from nervous forgetfulness or from wilfulness; Miss Mitchell, with her four slim curls on either side of her face; Miss Robinson, a little lady with a big heart and very just discipline, which won my love; Miss Hannah Andrews, very amiable and who had glossy black hair; Miss Rebecca Lincoln, another little lady, always well dressed and courteous, whose presence in all the classes, as our drawing teacher, was welcomed; Miss Murdock, with the white neckerchief and very strict ideas, who tried to lead our thoughts to right motives in conduct; and Miss Marcy Ann Smith, who sat in the master's room with Mr. Brown. When I met her at the Bowdoin School reunion in 1903, I said: 'Miss Smith, I don't believe you remember me.' 'Oh, yes I do!

I remember you well. I gave you a misdemeanor mark once that you did not deserve, and I learned it afterwards and I regretted it. I am glad to be able to tell your so.'

"Master Andrews inspired confidence, as the following incident will prove. I sneezed in study hour. The teacher of the other class in our room told me to stand upon my seat. I was surprised, but obeyed; soon I felt faint and sat down. She called me to the platform. 'I'll teach you to sneeze!' I said, '*You* need not, my mother teaches me, I know how.' In anger, she took something from her desk and told me to put it in my mouth. I was so frightened that I started for the door and when she called, I would not go back, and did not until, out of breath, I stood at Master Andrews' desk. 'What do you want,?' he asked. I told him the whole story. He said, 'Come with me.' He took me back to my room and said, 'Where is your seat? Sit there until your own teacher comes.' To the other teacher he said, 'Come to my room this noon.'

"The class that graduated in 1858, one morning at recess planned a surprise for Master Brown. Every girl in the class came, for the afternoon session, with hair done up in two pugs on the back of her head. It was agreed that our conduct should be perfect. It was with difficulty that one mother was persuaded to allow her daughter to join in the fun. When her consent was gained, it was near school-time, so when this girl entered the school room she was the last one, and, as she usually wore long curls, the change made it difficult for the girls to keep their agreement and refrain from laughter. We had visions of misdemeanor marks, but Mr. Brown remarked only that, 'It is strange every girl in the class had been willing to join in such a foolish joke, and make herself look hideous; I should have expected some would have had sense enough to refuse.' As no one ventured a reply, the joke passed with-

out serious consequences. Not so the pranks of one member of the class. We sat two at each desk. Often she would get down on the floor and creep from her seat near the back of the room, passing between the girls to the front row, then seat herself on the edge of the platform directly under Master Brown's desk, and sometimes remain hidden through a recitation. Once a front seat was vacant; she took it and sat stroking her chin in the way Mr. Brown had a habit of doing. He watched her for awhile and then said, 'Miss E, do I do that often?' 'Almost all the time, Sir,' she replied. 'Stand! How did you get from the last seat to the front one? Did you creep?' 'Yes, Sir.' 'Go into my room and stay until I call you.' It was the first part of the session, and she had to remain until the others had gone home. She never graduated."

From a graduate of the class of 1862: "Several girls, four or five, had a good social time that graduation year, and could not give much attention to their studies. They were acquainted with some students of Harvard College, were invited to many of their entertainments and gave so much time to social affairs that, as the close of the year approached, they realized that they could not receive a silver medal. They went to a shoemaker's shop in the neighborhood and had made leather medals the size of the city medals. They bought some white ribbons, good quality, about one and one-quarter inches wide, and had the leather medal hanging at the waist line with the ribbons, by which it was suspended, passed around the neck, with bow and ends fastened at the back of the neck. After the graduation exercises they mingled among the guests and laughed and enjoyed the joke as if they were genuine silver medal scholars. Their immediate friends understood it, but the majority of the guests supposed they were of the chosen few."

"Natural philosophy and physiology were not required to be taught in the highest class of the grammar schools. It was left optional with the master, and Mr. Brown taught them. He thought it was well for us to get some idea of these subjects.

"At the High School, when Mr. Seavey wanted papers copied or letters written, he called the Bowdoin girls to the reception room and requested them to do the writing. He said their writing was similar and all the letters appeared to be written by one person.

"Mr. Brown made a great effort to prevent the scholars from bringing candy into the school when he first came to the Bowdoin, and really cut into the business of the little candy store on Myrtle street, so that the woman closed her store."

A graduate of 1864 contributes the following: "My class was one of the war-time classes. I remember that at the very beginning of the war we raised money for a flag and made comfort bags for the soldiers.

"Later we had clubs, the members of which wore shields of red, white and blue and adopted secret patriotic mottoes. I remember my own, 'Iustum bellum iniustae paci praeferimus.' From '61 to '64 bean-bags was a favorite game, the girls organizing in clubs for it. My only other distinct recollections of games or sports, are connected with the glowing furnaces in the cellar, in front of which we used to gather and roast apples drawing them out with the janitor's poker. The pump was worshipped with as much devotion as the pump in the yard of Harvard College. Nowhere else in our young view, was such cold and refreshing water to be found. I have often wondered from what source it was supplied. Was it one of the famous springs with which the hill abounded when first settled? It was not unusual for girls to spend three years in the master's room.

Any faithful scholar who did this, left the school not only well-fitted to enter the High School, but with sufficient training and knowledge to fill a useful place in the world. Our studies included not only the usual grammar school subjects, but English history, natural philosophy, physiology and physical geography. Add to this a careful training in English, which laid a solid foundation for future reading, and it can be seen that a diploma or medal from the Bowdoin School meant a great deal. Another point which seems worth noticing, is the interest which used to be shown by prominent citizens in the schools.

"Mr. Russell Sturgis, Dr. Le Baron Russell, Dr. Samuel Upham, Dr. Lamson and others were on our committee, and their visits were a pleasure and inspiration."

Of Mr. Brown she says: "I consider him a distinctly formative influence in my life. Miss Harriet M. E. Choate also was very much to our class and had the power of stimulating interest, and leading the girlish mind out into new paths." Mrs. Choate Goodhue now resides in Auckland, New Zealand; a letter from her is given later.

VALEDICTORY BY EMMA GALE, JULY 24, 1865.

Since the last time we met, as we meet at this season,
What changes have passed o'er the land where we dwell!
Our Nation has triumphed in the contest with treason,
And gladly the anthems of victory swell!

Oh! long did the war-clouds, their shadows cast o'er us,
Threatening our Liberty's star to obscure;
But while e'en one ray cheered the pathway before us,
We could, for its sake, trial and sorrow endure.

Fierce was the conflict, through which we were guided,
While seeking to keep that star ever in view;
But the Union, by traitors, can ne'er be divided,
When guarded by some who are loyal and true.

Those soldiers of Freedom, her fair banner bearing
Mid wild scenes of battle, defended it well;
Now every star, a new lustre seems wearing,
And every stripe, of their deeds seem to tell.

And too, other records, our banner is keeping!
Each emblem of union must ever recall
Thoughts of the friends, now in death's embrace sleeping,
Who went forth for freedom, to conquer or fall.

We miss them at morning, at noontide, at even;—
Though lonely our homes, in our hearts still they dwell,
Their lives to their Country, were cheerfully given;
We mourn for the loved ones,—and yet all is well.

And now while we sorrow, that death must divide us,
We mourn as a Nation, for one who no more
Through storm and through sunshine, in safety shall guide us,
But his influence lives, though his life work is o'er,

Henceforth may our country, now rescued from danger,
Secure in the love of her children e'er stand,
Old Rome is no more, yet it was not a stranger,
But treacherous sons that brought death to that land.

But while o'er the Nation, the year that is closing,
Both seasons of peril and victory cast,
'Till Columbia, free from her foes, is reposing;—
O'er our happy school circle few changes have passed.

Dear Classmates, we now for the last time are meeting
In this place, where so often we've gathered before,
In the hours of the past, that were pleasant and fleeting,
To seek for rich treasures, from wisdom's vast store.

Oh! bright was that time, when there clustered around us
The sweet joys of friendship, the teachings of truth,
And though other scenes in the future surround us,
We e'er shall remember the days of our youth.

And often, in coming years shall we, with pleasure,
Turn to the sunlight of Memory's cline,
And list to her voice, like some sweet pensive measure,
That speaks to the heart through the vista of time.

Dear Schoolmates, who soon will succeed to our places,
Be earnest, and strive to do each duty well,
That, as untiring time, each day's history traces,
The record of some new improvement may tell.

Be one to another e'er kind and forgiving,
Let truth, be your watchword wherever you go.
And thus while true, unselfish lives you are living,
The highest enjoyment you surely will know.

Kind Teachers, as now from this place we turn sadly,
We thank you for all your unwearying care,
For lessons of truth and of wisdom, which gladly
We ever have here been permitted to share.

The world lies before us, with joy and with sorrow;
Uncertain it is where our pathway may lead,
But ever, though wearied with care for to-morrow,
From Memory's page, your words we may heed.

There is from your number one face that is missing,
A friend is absent at this festal hour,
She has gone to a land where bright sun beams are kissing,
The blossoms of many a tropical flower.

May the new scenes of action on which she has entered,
A source of ne'er failing, true happiness prove,
And may there e'er be, round her future path centered,
The sunlight of friendship, of peace and of love.

And memories pleasant we ever shall cherish
Of her, who now occupies that teacher's place;
And of life's purest pleasures that never may perish,
We shall, midst the sweetest, her friendship retrace.

Kind Sir, for your precepts of wisdom and duty,
Accept now, our gratitude, lasting, sincere;
They have thrown round the pathway of learning fresh beauty
To grow fairer and brighter, with each coming year.

Gentlemen of the Committee—we have ever
Received many proofs of your interest, so true;
To repay, by improvement, has been our endeavor,
And we tender our thanks, most sincerely to you.

Permit us the hope to express, that each blessing
Which we have enjoyed our successors may share,
And may this school, e'er in the future, possessing
Guardians like you, have the same faithful care.

Dear parents and friends, many words you have spoken,
Of cheer and of counsel, in days that have flown,
And we feel that your presence now is but a token
Of the untiring interest you ever have shown.

Oh! hard 'tis to utter the word that must sever
Our joys, but no more we together may dwell,
May we meet in that land where partings, come, never,
Dear Teachers, Companions and Friends, farewell.

CHAPTER XV.

Graduating exercises of Class of 1866, the last year that the City Medals were given out, copied from a Boston paper of that year:

"The annual exhibition of this well-conducted school, Daniel C. Brown, master, took place this forenoon in the large hall of the school-building on Myrtle street. Notwithstanding the inclement weather, there was the usual crowded attendance of visitors. The exercises were conducted by the principal and consisted of recitations, reading, compositions, interspersed with music and singing. The questions propounded were answered with promptness and accuracy, that showed that the scholars had studied assiduously under competent teachers. This school has always excelled in penmanship, and specimens shown us evinced a remarkable degree of progress in this accomplishment. The singing and reading of Miss A. L. Danforth was excellent and well received. The music and singing were directed by Mr. Sharland, which is sufficient guaranty of its excellence. Dr. Lamson, Chairman of the school committee, and Aldermen Slack and Gifford were among those present. The exercises closed with the awarding of the medals and diplomas."

The following gives an account of the unpleasant occurrences, which sometimes take place during school life: "My impression of my first teacher when I entered was, that she enjoyed using the rattan. I remember one day when she put several *sums* on the board, for us to copy; I sat somewhat back in the room and had leaned forward over my desk to see better. The teacher spoke to me, telling me to sit down, it was not long before I was up in the same

position again, then she said 'Miss B—if you get up again I shall send you to the ante-room.' I was so interested in my work, that it was not long, before I received the threatened punishment. In the first Bowdoin building on Myrtle street there was a double door in the centre of the building; that was seldom used, (the girls, entering the school from two end doors); the large entryway had no light but a long, narrow window at the top and on either side were long wooden umbrella racks, extending to the doors that entered the school-rooms. This was where I was sent for punishment. After waiting sometime I was horrified (being a bashful child) to see the teacher enter, rattan in hand. She applied it vigorously to my shins and ankles and I danced about, finally climbing on to the umbrella racks to get out of her way. While in her class, I had another whipping for a slight misdeaneanor, but never received like punishment in any other class. Two of the other teachers *sometimes* used the rattan. One of the teachers was inclined to favoritism, and of course it often caused jealousy on the part of the pupils. One day, while in Miss Young's class, one of the girls became the possessor of a pair of roller skates, so one afternoon, just before the school opened, we heard a dreadful clatter coming from the hall. The girl had walked up two flights of stairs and came sailing in, down the aisle and round the room; of course, Miss Young was speechless for a second, then she arose and striking on her desk with her ruler, called us to order and commanded the pupil to remove her skates, take them home and remain there until she could be a young lady. So the skates were taken off and she walked out of the room laughing and waving them to the girls."

In 1866, the City Medals were given out for the last time to the girls. Now, instead of six medals being given out, every girl in a graduating class, is given a diploma, if she

had accomplished the work necessary to obtain one. There has been at times much written for and against the practice of giving rewards for good scholarship and deportment to a small number of a class. One objection offered was that in a class of about fifty pupils, in about twenty of them the difference in their merit was very slight; six to whom medals had been awarded may have been exceptionally bright, alert, girls; the remainder of the twenty, not quite so bright and keen of comprehension, yet by persistent, careful effort fell only a few marks short, of their successful companions. There were two cases, in one year in the Bowdoin and one case two years before, when a girl, to whom a medal was to be given, was asked to yield it to another girl, by the master, presumably at the suggestion or at least with the consent of the committee. The reason given was, that the girl to whom a medal had been awarded could, according to the rules, remain two years longer, while the other girl could not attend another year. That the committee and master felt justified in taking such a step proves that the actual standing between the two candidates must have been very slight. It was often said that the awarding of medals to pupils caused many of them to suffer from over-study and anxiety; that it created envious and bitter feeling among classmates, and then there was the usual cry of favoritism. Many years ago, two families from the same neighborhood in the country came to the city, one a few years before the other. The second family chanced to move into the immediate neighborhood of their old neighbors. One day, the mother of the second family remarked that they moved to the city for the better education of their children. With considerable decision of manner, showing much feeling, her friend said, "You needn't expect *your* children will get medals, for they are not given out fairly." Three of her children had graduated without

medals. The other mother replied, "We have not thought of medals, but we desire the best possible advantages for our children." Three years after, her only boy and her eldest girl took medals at the grammar schools on the same day, and four years afterward he took a medal at the English High School, and the next year the other daughter took one from the grammar school. The parents felt that the children must have earned the rewards, as they were strangers in the city.

All graduates who have received medals are proud of them; feel they *earned* them; cherish them and take great pleasure in saving them for their children.

In 1873, there seemed to be almost the first, or perhaps a new, revival of alumnae reunions of public schools and some of the graduates of the Bowdoin, chancing to meet, planned a reunion of the graduates of that school for the renewal of old friendships and incidentally to raise a fund for Mr. Robinson, who was then nearly ninety-two years old and in somewhat straitened circumstances. The reunion was a success, but as the names of only a comparatively few of the graduates could be obtained, a small sum was given to Mr. Robinson.

Although so old, he seemed to have retained the use of all his faculties. He was slightly deaf, his eyesight clear and his memory quite wonderful. I had not seen him since graduation day, 1846. As I spoke to him, I remarked! "Of course you do not know me, but perhaps you will remember my sister, who died the month before my graduation, Miss Nichols." He instantly said, "I remember you both perfectly; her name was Mary," and then called me by name and said, "you used to do so and so for me," then he spoke of my sister's class and my class. A graduate of 1840 gives the following account of the reunion: "Mrs. Batholmy Mozart, Mrs. Mary Scates-



DANIEL C. BROWN.

Barry and Miss Abell, all of whom had been pupils of the school, furnished, as soloists, the musical entertainment. Dr. Blagden, whose name was on the programme and was to offer prayer, did not come and Rev. L. H. Winkley filled his place. I can recall but one speaker, though I think several spoke. That one was Rev. Mr. Morong of Ipswich. Mrs. Jane Jones-Morong, Mrs. Anne Stearns-Simmons and my sister, Miss Maria Whitwell, arranged the affair. George S. Hilliard had been engaged to speak. He came into the hall, Wesleyan, and waited some time. He was either impatient of the delay, or had other engagements, as he left without speaking. I think the reunion was a decided success. The older graduates were not long in finding out their companions. Time had dealt tenderly with most of us, and soon we recognized each other, although more than a score of years had elapsed since we had looked into each other's faces. The younger graduates seemed to enter with a great deal of gusto into the enjoyments of the evening. There were no periods of oppressive silence, no groups of silent observers, standing in a row at the back of the hall, as one sometimes sees on similar occasions, but the spirit of social converse was rife, and the sound of many voices heard at any part of the room "fell pleasantly on the ear." Mr. Robinson's daughter Mary was with him. Miss Murdock was there and three sisters, Mrs. Sarah Mitchell-Judkins, Mrs. Elizabeth Mitchell-Littlefield and Miss Mary Mitchell, all graduates of the school, and the first two "teachers."

The following poems were sung. The first was written by Mrs. Caroline Metcalf-Plummer; the second by Mrs. Susan Whitwell-Leeds.

FIRST SONG.—Tune, "Auld Lang Syne."

"We've lingered in our pilgrimage
Each other's way to cheer,

To glean a line from Memory's page
And sing of friendship dear.
As swiftly on the wings of time,
Our souls are borne along,
Full many a strain of 'auld lang syne'
Shall mingle in our song.

We plucked the buds, from childhood's tree,
The flowers which youth uprears;
They've shed a fragrance, pure and free,
Though watered oft by tears;
And fast secured by Memory's chain,
The treasures of the past,
They'll brighten oft life's toil and pain,
And gleams of radiance cast.

We sing to-day of schoolmates loved,
Of teachers, kind and true,
Whose honored words, by time approved,
Inspire our hearts anew.
And as together here we stand,
And memories fond rehearse,
Sweet whispers from the silent land
Are echoed in our verse.

As now along the path of life
Our narrow ways we tread,
One thought we share, with pleasure rife,
By Memory's finger led.
And if, on Alma Mater's shrine
Our flowers once more we lay,
We'll sing again of 'auld lang syne'
And loving tribute pay."

SECOND SONG.—Tune, "I Remember, I Remember," or "Annie Laurie."

Fondly now, dear Alma Mater.
Let thy grateful children come,
And with happy voices thank thee
For thy cordial welcome home.
While each child thy blessing shareth,
We'll bid sadness wing its flight,

And the burden each one beareth,
Drown in Lethean streams to-night.

We'll recall our early gleanings,
'Mid the shining fields of thought,
And forget the deeper meaning
Of the lessons life hath taught.
We will gaze, with childhood's vision,
On a clear and cloudless sky;
Dream again youth's dream Elysian,
That was ours in days gone by.

While the soul is joy receiving,
At this hour with pleasure ripe,
Love a golden thread is weaving
In the web of coming life.
Through the future's opening vista
We can see both smiles and tears,
But we'll claim each new-met sister
As the friend of after years.

Dear old Bowdoin! strength and beauty
Weave thy future crown for thee;
Evermore to truth and duty,
Let thy children loyal be.
For the fulness of thy giving,
While we thank thee here to-night,
By pure thought and noble living,
We will keep thy name still bright.

The following report of Dr. Jeffries, the noted eye-specialist, is inserted as an extremely interesting article, and an important one to teachers. On May 14, 1878, Dr. Jeffries, by a vote of the Boston School Board, received permission to test the color perception of the pupils of the schools at such place and time as would be convenient to the members of the schools. He reported, "Under this and a previous permission, I have applied the test for color-blindness of Prof. Holmgren of Upsala, Sweden, to 14,732 scholars of our public schools. As this is about one-half

of my contemplated work, and as it is drawing towards the end of the school year, I would herewith report my present results. I have tested boys of the Latin School, English High School, all the high schools and fourteen grammar schools. I found only 361, or 3.88 per cent, in greater or less degree color-blind. I have tested the girls of all the high schools and eleven grammar schools. I found two, or 0.36 per cent color-blind in any degree. The percentage is rather larger for the boys and rather smaller for the girls than has been found in Europe by the best observers, who add their results together and thus bringing their number up to my present one.

"Color-blindness, when congenital, is not curable and the color-sensation does not alter through life. Hence the statistics gathered from the schools apply to the whole community. We may conclude that one male in twenty is color-blind and that it rarely occurs among females."

Dr. Jeffries gave a very careful and exhaustive account of color-blindness, which it would be well for every parent and teacher to read, understand and practice in educating children. I regret it is too long to publish here.

CHAPTER XVI.

1880.—VALEDICTORY.—LULIE BROOKS-COLLINS.

In whatever direction we look, we cannot fail to notice a characteristic tendency of the times towards an advancement in Knowledge; an improvement in the methods of acquiring it, and a higher mental development. This assertion is true in its application to the physical, intellectual and moral world. In sympathy with this onward movement, the past few years of our school-life has been spent for the purpose of attaining that degree of intellectual culture, which in our age and time is thought desirable. And now that this day ends one period of our endeavors in the pursuit of knowledge, it seems fitting that we pause a moment and consider some of the purposes and benefits of this intellectual culture.

Education is the development of the mind. A good education is a very important acquisition. It not only fits one for society, but for the various duties and employments of life. Education does not end with the schools, nor is all education conducted within the school-room. The great work of self-culture remains to be carried on long after masters and teachers have finished their labors and exhausted their arts. And no small part of this work is to be pursued by the aid of good books.

Civilization is essentially dependent for its progress upon the labors of those who have wrought out problems in the various departments of thought, and whose collected wisdom in books is the common fountain from which each succeeding generation drinks. I need hardly say, that the liability of our Mother City has supplemented the sys-

tem of schools with a Public Library, upon whose shelves may be found the means for the continuance of our education, and likewise an unfailing source of intellectual gratification and rational enjoyment.

We should be guarded in our choice of books by clear and acknowledged principles from youth onward. How much time is spent in reading trashy novels that impart no knowledge to the reader and leave no good lessons behind them! "Some books," as Lord Bacon said, "are to be tasted; others, to be swallowed; and a few to be digested; that is, some are to be read only in parts, others to be read, but not diligently, and a few to be read with diligence and attention."

In olden times, in the days of parchments, the means of intellectual culture were so expensive that it was confined solely to the upper classes. But in 1476, William Caxton, a native of Kent, introduced the art of printing into England, and since that time learning and literature have increased with wonderful rapidity. When we consider how limited was the amount of knowledge that descended to the people previous to the invention of printing; how difficult to be obtained by those most ardent in its search, how certain to be neglected by those who preferred ease to the cultivation of the mind, we cannot wonder that the people were generally ignorant and degraded, and the slaves of superstition and barbarism.

In almost every country of the world there are schools, institutes, academies, colleges and other establishments of learning, and in many countries, like England, Prussia and Switzerland, education is compulsory. In no other country are the means of education as good and as widely distributed, alike to the rich and to the poor, as in our own. How thankful we should be for this abundant means of education. How we should improve our time, for time flies, and every day brings us nearer to the end of our school life!

Education has greatly improved the intellectual and moral condition of woman. The civilization of a country depends, in a great measure, upon the respect in which woman is held. In ancient times she was a mere drudge, a slave, and society was sunk in the deepest barbarism; but as time advanced, woman assumed her rightful position and became the equal of man in station and intellect.

The character of a nation takes its tone mostly from the character of its women. Their graces produce general refinement, and their morals make a deep impression. The pages of history afford us undying examples of the good that woman has done. Isabella of Castile, a woman whose lofty spirit was capable of understanding and sympathizing with the poor sailor, whom all scorned and mocked, and secured to him the discovery of America, deserves the love of all mankind.

Elizabeth, the virgin queen of England, is worthy of notice. She was one of the greatest scholars of her day, and her reign, which is often called the "Augustan Age of English Literature," was adorned with some of the brightest stars that ever glowed in the firmament of literature.

Harriet Martineau, the pride of her sex, whose most ardent desire was for the well-being of the human race; and the heroic Grace Darling, who in the hour of danger, risked her life on the tossing waves for a band of shipwrecked mariners, are also worthy of mention.

These are but a few of the many famous and good women whom we have before us for examples in our future life, and the time has now come, dear schoolmates, when the future, in all its uncertainty, lies before us. It is sad to think that for some of us the dear friendships and close intimacies, which have linked us together in an united bond, are now to be severed forever. We are like travelers on a journey. We have arrived where several roads meet and

each is to select which pleasure or duty points out as leading most directly to her cherished aim. And how different the paths which will be chosen! Some of us will continue our studies in other and more advanced schools; for some the school-life is over and home, with its attendant duties, will summon them with its quiet charm.

A brilliant future awaits those, who by their intelligence and accomplishments will be fitted to shine in society; while not a few, let us hope, are to make their mark in some one of the many professions and occupations which the wide-spreading influence of universal education and refined civilization has opened to women. But in whatever sphere fortune may place us, let us remember that only by diligence and attention can we succeed, and that it is not simply the amount of knowledge which we have stored in our minds which is to help us, but it is the use to which we apply it that is to make it of service to us.

To the teachers, who have guided us so faithfully through the trials and vexations that have beset us during our school-life, we owe our most grateful thanks. Theirs have been the patient hands which have carried us safely through all difficulties. Many and many a time, no doubt, have we taxed their forbearance to the utmost, and to their energy and perseverance we owe our present success. Above all to him, our principal, who has lavished upon us the fruit of years of experience and study, the full measure of which we cannot now fully appreciate, we offer our sincerest gratitude. To the committee, and the supervisors, who are untiring in their efforts for our advancement and success, our heartfelt thanks are due.

To you, dear schoolmates, must our last words be spoken. It is true, that our sister band must sever, and whatever our future is to be, let us remember that nothing as a greater influence upon our present or future happi-

ness or misery, than our chosen companions. Let, therefore, the wise and the prudent, the virtuous and the good, be the persons of our intimacy and choice. "He that walketh with wise men shall be wise, but a companion of fools shall be destroyed."

Our character in the world must be built on a solid foundation, and we cannot be too careful in establishing this. I would now bid each and all an affectionate farewell, trusting however distant we may be removed one from another, we shall continue united in spirit, and that the same ties that have so long bound us here, as one, will be strengthened by separation."

In 1888 it was decided by the School Board that, "papers written by graduates to be read at the annual examination for diplomas, be submitted to the superintendent of schools, to be reviewed, and a report upon their value and the marking of teachers be reported to the Committee on Examination. The superintendent shall annually designate twelve schools from which all the examination papers for diplomas shall be re-examined and reported upon."

From a graduate of 1889: "When I entered the school Mr. Brown was principal; after his death, Mr. Hamlin was principal for a short time. Miss Perry was my first teacher. At that time sewing was introduced; Miss Bigelow, teacher. I next entered the class of Miss Mary E. Pitcher, having a double promotion, as it was called. Miss Mary Young was the next teacher and things began to take on a more serious aspect, for next after came the graduating class. We were very carefully trained for our singing by Mr. Holt. Every morning was a short reading from the Bible. At 10:30 came recess with its 'hop-scotch,' jack stones and stamps."

"We were all much interested in the sewing exhibition. The cooking class was established during my last

year. Once a week we went to North Bennett street, and under the instruction of Miss Barrows we learned cookery; we were well taught, always being obliged to try something at home during the week.

"On holidays, we always enjoyed a short programme of music and declamations. On Washington's Birthday, the exercises were of a patriotic character and were held in the class-room next to that of the graduating class. Every afternoon a march was played on the piano and for a few moments we would march around the room with the black-boards thrown up." (At that time the black-boards were movable partitions.)

"The graduating class at the of each month gave a reception to parents and friends, some of the girls acting as ushers, each in her turn, so all officiated during the year. Some of the girls furnished the entertainment, by recitations, dialogues and music. Let me assure you, there were a number very proficient.

"The studies were Latin, German, physics, book-keeping, botany, English history. Then came graduation-day; the usual programme was carried out; singing was in charge of Mr. Holt, his wife accompanying us on the piano."

CHAPTER XVII.

The first building of the Bowdoin School was erected on Derne Steet, corner of Temple, and was called from the street on which it stood, as many of the school-houses of those days were; but on May 15, 1824, the name of Bowdoin was given to it, in honor of Gov. Bowdoin, who lived on Beacon Hill. The second building was erected on Myrtle street and opened May 15, 1848. In 1879 there was some idea of discontinuing the Bowdoin School, but residents of the district sent a very strong remonstrance, both as to the arguments presented and the number and standing of the signers thereto. Nothing more was ever afterward heard about the affair. The first Bowdoin school-house on Myrtle street, was considered one of the best, if not the best, school-building of Boston, with plenty of room, conveniences, and an ornament to Beacon Hill, but as time went on, and the north and west streets rapidly increased in population, it became evident that a much larger building was needed. So in 1895 it was decided to build a third school-house for girls on Beacon Hill. The building erected stands on the site of the second building, additional land in the rear having been added. The architect of the second building was Gridley J. F. Bryant, and it was the best school-house ever built in Boston. The third building was planned by Edmund M. Wheelwright, city architect. It contained sixteen rooms, with every modern appliance, including a large hall, master's office, library, teachers' retiring room, broad halls and wide stairways. In fact, "the best in design and equipment ever built in the city." During the construction of the part upon the land in the rear,

the school continued its sessions in the old building, then, that was demolished and the new house completed.

The following extract is copied from the *Traveler*, October, 26, 1895: To name the school that stands highest in efficiency would be to make a statement, that would involve comparisons, that could hardly fail to be obvious. But when it comes to a question of attitude of site, there is no grammar school in Boston to contest for the palm with the old Bowdoin School. It is not located on the summit of Beacon Hill, but still is situated so far up on the north slope of the historic eminence as to claim a favored site on the Boston Parnassus. There are older schools in Boston, though not many of them, but there are few hallowed by greater educational service or by more interesting associations. During its existence, it has graduated thousands of girls, and the wives and mothers of many of the great ones of the city were pupils within its walls. It once drew its pupils from the most select residential section in Boston. But the Back Bay has shorn Beacon Hill of the prestige of being the favorite site for the homes of the wealthiest and most renowned citizens, though many families that can cry "Sesame!" to the circles of the elite, still cling to the old homesteads that crown the hill and border the south brow.

The Bowdoin School's roll bore names that stood for riches, as well as culture, and many of the dainty misses who tripped to and from its portals, were attired in silks and satins, buds, in fact, destined to bloom in society.

Time, the great democrat, has wiped away such distinction for the Bowdoin School. The West End is now a teeming hive of tenements, and one by one the old homesteads of merchant princes are passing into the occupancy of humble tenants. Their children now sit in the rooms once occupied by heirs to the purple, but, thanks to a school

system that is one of Boston's chief glories, the educational facilities now provided for the scions of wage earners, is even broader, and the instruction more thorough than was afforded their predecessors in these halls of learning some thirty years ago. The palmy days of the Boston public schools have not passed, and never will, if the spirit of the past and present shall animate the citizens of the future.

Citizens of the South who draw the color-lines most strictly on every occasion and even seem disposed to divide the races by "a dead line" guarded by shot guns and hempen strands, when it comes to the school questions, would stand aghast, at the sight to be viewed daily in the Bowdoin school-house. There, white children and children of African descent sit side by side, and imbibe common draughts from the fount of learning. Boston's theory, that it is better public policy to elevate the community by educating the ignorant than to preserve social or racial distinctions, in laying the foundations for citizenship, lest caste shall lose its dominance, is being put to a practical test, at the West End, in the Bowdoin and other schools, which locality circumstance or choice has made the centre of the city's colored population. It is peculiarly fitting that the Bowdoin School should largely recruit its pupils from the ranks of Negro children. The rear of the present building stands upon the site of the house, wherein Charles Sumner was born. *When it is finished*, a memorial tablet on the Irving street side of the structure will announce this interesting fact; an order for such a tablet was drawn up and would have been introduced at the latest meeting of the School Committee, had it not been learned by the Board that other provision had been already made for the tablet. In regards to the tablet. it may be added that Master Meserve, being requested to prepare an inscription for the proposed tablet, by a member of the School Committee, offered the following:

THIS TABLET
MARKS THE SPOT WHERE
CHARLES SUMNER
WAS BORN JAN. 6, 1811.
SCHOLAR, ORATOR, SENATOR,
AND CHAMPION OF CIVIL
POLITICAL EQUALITY
FOR THE NEGRO RACE.

This inscription was submitted to the Third Division Committee of the School Board, and it was accepted. It seems however, that Mr. Wheelright had arranged for a tablet before he retired from office and it had been completed. It has been suggested, however, that it would be wise to have, for its educational value in the future, when Charles Sumner's fame may be somewhat dimmed, a tablet, bearing an inscription like that prepared by Mr. Meserve, placed in the hall of the new building. It was in 1855 that colored children were first admitted to the Bowdoin School, and is said that this was the first public educational institution in Boston wherein they were received as pupils and accorded equal privileges with the whites. When the new building is dedicated, Master Meserve proposes to invite to the exercises the colored women now living in Boston, who entered the school in the year named. There are quite a number of them residing in the West End.

The first graduation in the new building of the school, 1897:

PROGRAMME.

Music, "How Brightly and Serenely."	Class
Address of Welcome.	Jennie A. Green
Music, "To the Cuckoo."	
Evelyn E. Clinton, Lavinia R. Bonner, Annie C. Stone	
Music, "The Lost Chord."	Bertha L. Blake

Composition, "Our Flag." Rose O. Parker

Music, "Sing On, Ye Little Birds." Class

Readings, Georgiana Charleston, Henrietta V. Mills,
Celia Bessie Dubb, Helena Samuels,
Theresa Linenthal, Olive A. Stavert,
Marie A. Manning, Elizabeth F. Zellos.

Piano Playing, "Grace Waltz."

Phoebe O. Sawin, Louise M. Watterton

Recitation, "John Bartholomew." Emma Carpenter

Music, "Whispering Hope."

Carolyn G. Hagerty, Winifred S. Ricker

"A Group of Facts."

Georgenia Asbury, Violet L. Moore,
Sarah A. Bannen, Grace E. Nolan,
Elizabeth M. Daly, Eleonor F. Power,
Margaret E. Green, Almira E. Smith,
Florence C. Sutherland.

Music, "We Will Lay us Down in Peace." Class

Recitation, "The Little Quaker Sinner." Emma Foster

Music, "The Bird Carol."

Mary G. Backus, Mary H. C. Boylan,
Flora A. Belson, Jessie M. Harding,
Mary E. Gibney, Frances Wasserman,
Sarah M. Williams, Jennie Wax,
Rosa X. Kizlevick, Ethel L. Wadleigh,
Lena Leibson, Mary E. Moran.

Reading, "You Are Old, Father William."

Edith M. Russell

Presentation of the Portrait of Delwin A. Hamlin, former
Master of the Bowdoin School. Ada B. A. Bradford

Music, "Farewell, Marguerite." Alicia L. Dorsay

Presentation of the Class Picture. Rachel Peyser

Music, "Come, Silver Moon."

Mary E. Johnson, Georgietta D. F. Woodest

Valedictory.

Clementine S. T. Dominique

THE CLASS SONG.

WRITTEN BY OLIVE A. STAVERT, OF THE GRADUATING CLASS.

Tune, "Auld Lang Syne."

The last, sad joyful hour has come,
 When '97 must part
 With all the dear familiar spots,
 Which lie so near our heart.
 Oh! Teachers dear, you've taught us much,
 Your love we now indite;
 You've helped us through deep learning's haunts
 And brought us nearer light,
 What though we left Old Bowdoin's walls,
 So many months away!
 We've entered now New Bowdoin's halls,
 The first class there to stay.
 Oh! Teachers dear, you've taught us much,
 Your love we now indite,
 You've helped us through deep learning's haunts
 And brought us nearer light,
 To all who've helped us in our school,
 We bid a sad farewell.
 We leave the lessons, fun and rule.
 To upward climb—excel.
 Oh! Teachers dear, you've taught us much,
 Your love we now indite,
 You've helped us through deep learning's haunts
 And brought us nearer light.

Award of Diplomas.

Addresses.

Music, "America."

Class

Miss Gertrude M. Johnson, Pianist.

The audience is requested to join.

Every pupil took part in the exercises, so a list of names is not necessary.

1897—VALEDICTORY.—CLEMENTINE DOMINIQUE.

(A colored girl.)

Parents, friends, we have gathered here to-day, to greet you and to say farewell to one another. Many of us have been together for five years, others have entered the class later, but in the past year we have shared one another's perplexities and joys, and have tried to be kind and sympathizing with one another. We have not always been upright, as we might have been, but our teachers have borne with us and have brought us safely through the past and led us triumphantly to this day of gladness and also of sorrow; when we think that we sit upon this platform for the last time as a class, and that many of these smiling countenances we may never see again. Some of us are going to the High School, some to the Latin School, others to Business Colleges, and others to places of business, but, dear Classmates, always remember the loving countenances of the class of '97.

Friends, we thank you for your patience towards us during these exercises. You too, perhaps, have looked forward to this day as one of great pleasure. We did not think any day could hold so much pleasantness and yet such sadness.

Dear Parents, who have carried us when crosses have been put upon us, and at whose knees we were taught to say our first prayer to heaven, we can never repay you for that loving care and examples given us. Some of you have graduated from this school, not from "New Bowdoin," but from dear "Old Bowdoin" and have experienced the feelings which are surging in our hearts to-day. Dear parents, will it repay you somewhat, to see your daughters step

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forward to receive their sheet of white, tied with blue, which will tell you that your prayers, tears and examples were not in vain? We trust it will.

Dear Teachers, to you we say, we thank you sincerely for your painstaking. We were not always as pleasant as we might have been but you bore with us through all, and now have raised us to this pinnacle from which we are about to step into a new world, as it were. We would thank each and every teacher for their generous work. We know you will not remember any of our errors on this day of gladness, but will cast them away and only remember us, as we stand, the result of your generous work. Your memory, dear teachers, will be stamped on our hearts forever.

To you, Classmates, we would say, always remember that the eye of God is ever upon you, and should we never meet again, remember the words of your classmate of '97: "Fear God and you will always look man in the face." Always remember your teachers and their kind injunctions in your school days, and try to follow their precepts and those of your parents. By noble perseverance you can make your lives broad, deep and beneficent.

"Lives of great men all remind us
We can make our lives sublime,
And departing leave behind us
Footprints on the sands of time."

Oh, dear Classmates, let us all try to broaden our lives by kindly deeds, so that,

"When the portals of the old life close,
And the new ones open wide,
We may cross the sacred threshold,
And, laying our sandals down,
Put on the garb of righteousness,
And wear a golden crown."

Fare thee, well, in after life, my comrades, and may the Lord guard and keep thee and make *His Face* to smile upon thee and give thee peace.

And, dear Bowdoin, farewell to thee. We will not forget the happy hours spent within thy walls. May the coming generation appreciate thee, more and more, and may they strive to beautify thee until thou shalt surpass all others of thy generation. Mayst thou be protected from all storms by the all protecting Hand, and by thy gentle dignity inspire the hearts that shall seek for knowledge at thy door. We will not in after life, as Holmes has said in the "Chambered Nautilus," "stretch our new found homes and know the old no more" but thy memory will always be an inspiration as when we were sheltered within thy walls. As we say farewell to thee, can we not hear above thy farewell a voice, saying,

"Build thee more stately mansions, Oh : my soul!
As the swift seasons roll, leave thy low vaulted past,
Let each new temple be nobler than the last."

Although the first graduation of a class in the new building took place in June, 1897, the building was not dedicated until June, 1898, just fifty years after the dedication of the first building erected on Myrtle street.

Committee on the Third Division: Samuel F. Hubbard, Chairman; Mrs. Fanny Ames, Charles L. Burrill, Samuel Courtney, Isaac F. Paul.

PROGRAMME.

1. Invocation, Rev. Christopher R. Eliot
2. Song, "Praise of Singing." Grade ix, Bowdoin School
3. Address, Samuel F. Hubbard, Chairman 3rd Division
4. Address, with delivery of key,
Henry D. Huggan, President School Committee

5. Response, Alonzo Meserve, Master of Bowdoin School
6. Historical Address,
Mrs. Inez Haynes Gilmore, Class 1887
7. Poem, "Our Beacon's Light."
Miss Emma J. T. Gale, Class 1865
8. Song, "Oh Rose so Sweet." Grade ix, Bowdoin School
9. Address, Josiah Quincy, Mayor of Boston
10. Addreses,
Edwin D. Mead, President Twentieth Century Club.
Frank A. Hill, Secretary of the State Board of Education.
Edwin P. Seaver, Superintendent of Public Schools, Boston.
A. G. Boyden, Principal of Normal School, Bridgewater, Mass.
11. Song, "Song of the Public School.'
Written for the occasion by Alonzo Meserve,
Master of the Bowdoin School.

God bless the public school,
Long may it wisely rule
With rod of love.
Born of the people's art,
May it high hopes impart,
And fire each youthful heart,
His worth to prove.

God bless our nation's homes,
While virtue sits on thrones
Fairer than kings,
Where children sing and shout,
Vain cares are put to route,
And all the world about,
With gladness rings.

God bless our own dear land,
For her we all will stand,
While life survives.

We'll give her every due,
With fearless hands and true,
Each sacred pledge renew,
With stainless lives.

God bless us all our way,
Make each one fondly stray,
 On things above,
Lead into fields of light,
Inspire to act aright,
Make each a child of might,
 Our world to move.

12. Benediction, Rev. D. P. Roberts
Music under the direction of Hosea E. Holt, Instructor.

CHAPTER XVIII.

In 1821 the Derne-Street grammar school for boys and girls was the seventh public grammar school in Boston, now it is the third as to age. The difference between the old and the new, between the first quarter and the last quarter of a century of the existence of the school now called Bowdoin, is, of course, very great, in everything pertaining to the education of its pupils, and it would be impossible for any one to realize the extent of this difference, who has not been watching the great changes in educational methods during these sixty years. As vast as is the difference between the old Derne-Street building and the present Myrtle-Street building, it is not as great as the contrast between the of the teachers, the studies pursued by the pupils, and the methods employed in carrying out the various plans laid out by the School Board of the last twenty-five years, and those few simple plans laid out by the committees during the years 1821 to 1846. Then the masters were given certain subjects that were obligatory and some that were "allowed at the discretion of the master;" but they were permitted to formulate their own plans as to methods and numbers of hours of instruction for each branch taught.

The number of school hours a day were more than to-day, the holidays fewer, and in place of a summer vacation of ten weeks there was a pitiful vacation of two and a half weeks. At the opening of school each day the principals were required to read a passage of Scripture and to offer a prayer. These were generally followed by a few remarks upon deportment and morals. In the middle of each session there was a recess of about twenty minutes,

there were no physical exercises, excepting the usual games, at recess, in the play-grounds.

Many persons have very erroneous ideas of the amount of work accomplished by the teachers and pupils in those early school-days. The remark is often made that the children of to-day have too many studies; that much more is required of them, than was required of the children of seventy years ago. This is a mistake, there are not more studies but the methods of teaching them are entirely different. While teaching these subjects, all the teachers of the early times made the lessons interesting and instructive by imparting much information from other sources than the specified text books. I do not in this remark intend to imply that the teachers of the present time are less proficient or less willing to do the very best for their pupils, but their work seems to be laid out by the closest minutiae, giving little if any opportunity to add outside information or time to give it.

The advance in scientific knowledge during the last sixty years has been so great, so accumulative and marvelous, as to be beyond the conception of those living in the first third of the nineteenth century. This constant increase of knowledge makes it important that a large amount of facts, unknown to their predecessors, must be acquired by the students, if they desire to be considered well educated persons, that is, persons who have an acquaintance with an understanding of what goes on in the world around them.

In the Bowdoin School now an exact schedule of the method to be carried out by the teachers is prepared by the School Board and, of course, closely followed. In the first three grades, the primary grades, the children are taught by observation, then by experiment, to find out not only the difference between not only diverse objects but

those bearing the same peculiarities or those analogous in appearance, by which they are surrounded, and learn somewhat of the "forces of Nature," and to what and how various kinds of knowledge can be applied to benefit the world. Commencing with the fourth grade, which is the first in the grammar school, "Elementary Science" is carried through all the grades. In grades 4, 5, 6, two hours a week is given to Manual Training. "If, however, any girl shall have passed a satisfactory examination in Sewing, she will be allowed to substitute for it some other branch of Manual Training." In grades 7 and 8, two hours a week are given to "Cookery, Wood Working or Clay Modelling." "Every girl is to pursue a course of twenty lessons of two hours each in Cookery as a regular part of the work of grade 7 or 8." "But a girl who shall pass a satisfactory examination in Cookery, will be allowed to substitute for it some other branch of Manual Training." If a whole or part of the time assigned to a specified branch of Manual Training be not used therefore, such time may be given to any other of its authorized branches."

"Manual Training in grade 9, two hours each week can be 'Draughting and Cutting,' 'Wood-Working' or 'Clay Modelling.'" In addition to Elementary Science, Drawing is taught one and one-half hours a week in all grades and the work minutely and precisely marked out.

Music is taught in all grades and seems to be the only study not especially planned by the School Board.

The reports to parents, to the superintendent, to the State and National Boards of Education, now required of all teachers, were unknown three-quarters of a century ago.

SPECIAL STUDIES.

Drawing was practised in the English High School in 1827, six years after it was founded. It was mentioned in

the list of studies for the schools in 1848, but apparently as an allowed study, and in 1853 a special teacher was appointed. In 1856, however, it was recommended to be taken up only by those who appeared to have a special talent for it. In 1871, Mr. Walter Smith, an Englishman who had been at the head of an English Art School, was appointed to conduct a Normal Art School in Boston. Two gentlemen of the city, feeling that the young men and women of the United States should be especially educated in mechanical drawing and art designing, to compete and, finally, to fill the places then occupied in this country by foreigners educated in the art centres of Europe, studied the subject and thoroughly examined the results produced by these art schols. The absolute necessity, that something should be done, had for some time been realized by the merchants, manufacturers, mechanics, and all business men. The results have proved the wisdom of the undertaking. From this Boston Normal Art School many hundreds of men and women have graduated and scattered over the whole country, teaching what they learned at the school. They have taught in and conducted the many flourishing art schools, which are to-day firmly established in most of our large cities.

Mr. Smith not only conducted the Art School, but was appointed superintendent of drawing in the public schools of Boston. Classes for teachers were held on Saturdays, that they might be able at first to assist, and then finally, to have charge of the drawing in their classes.

Music was probably always taught in the primary schools; children always love to sing, and singing "with teacher," must have lightened often the tedium of sitting still and learning to "spell, read and cipher."

In 1837, the School Board decided, "that, as the Academy of Music in Boston started the plan that music be

taught in the public schools, that the experiment should be placed in the hands of the Academy of Music." From that time music seemed to be the favorite study with all the various School Boards of the city. Public exhibitions were given yearly, and so arranged that the parents of the children could be accommodated. If there were any noted visitors in the city, a musical festival would be arranged for their entertainment. On Fourth of July half a dozen children from each public school above the primary, provided the vocal music for the "City Fathers" and other officials, in "the Cradle of Liberty." And also what was very important, money seemed to be willingly appropriated for all these purposes. Mr. Lowell Mason was appointed to have charge of the music in all the public schools of the city sometime in the early forties.

In 1853, sewing was introduced into some of the girls' schools and in 1876 was legalized in Boston by the Legislature. In 1869, a school for deaf mutes was started. In 1880, Nature Study was introduced, but previous to that it was taught in some form in the Bowdoin School, as a teacher elected in 1868 and still teaching says, that she could not remember when she did not teach it in some form. In 1903, it was on the list of required studies.

In 1890, the Ling System of Calisthenics was introduced. Previous to that time, each master conducted some form of exercise; this probably arose from the fact that in 1852 the School Board voted that "no child should remain in one position for more than one-half hour; that a respite of five minutes, for a change of position, was to be given." Vacation schools were established in 1900; educational centres, 1902. Cooking schools were begun, in 1885, in the Tennyson-Street school-house and in the Hancock school-house. Children from the other schools collected there for instruction, but this was very inconvenient, as it was quite

a long walk for some and time was wasted. The School Board finally decided that a cooking-room, with all suitable apparatus, should be arranged in every new school-house. Cooking is now taught in the Bowdoin building.

In the first thirty years of the school's a large number of the graduates became teachers in the different public schools of the city. Mary A. Murdock, Chastine Lincoln, Elizabeth Lincoln, Affa Gray, Katherine Whitney, Frances Robinson, Mary S. Robinson, Harriet French, Rebecca Lincoln, Mary E. Nash, Elizabeth B. Mitchell, Sarah M. Mitchell, Marcy A. Smith, Emmeline French, Sarah E. Adams and Elizabeth T. Snow. The first three commenced teaching in September, the month after they had graduated, and could not have been over sixteen years old. All of those named above graduated from, and taught in, the Bowdoin School, and many other graduates taught in the other public schools of the city.

The Bowdoin has been remarkable, among other things, for the long tenure of office of many of the teachers. One taught forty-nine years; one, for thirty-nine years, and is still teaching; two, for thirty-six years; two, for thirty-three years, of whom one is still living; one, twenty-one years, and is still living; one, for twenty-nine years; two, for twenty-eight years, one of whom is still teaching; two, for twenty-six years, one of whom is still living; one, for twenty-three years; two, for twenty-one years, both of whom are living; eleven, twelve years or over, one of whom is still teaching.

In 1855, the first marked change in the class of children who attended the Bowdoin, occurred. The school for colored children was given up and its pupils attended the school for white children, in the district where the children lived. About thirty years ago a few children of the Irish race entered, and during the last twenty years, children from almost every race of the civilized world have entered its doors. It would seem that the desire and ability to

learn would be marked by difference among the various races, but while it is so in a degree, yet intellectually, the difference, if any, is small. In looking over the names of the graduates of the last few years one notices that valedictorians, song-writers, speakers, vocal soloists, instrumental soloists, bear strange names, Russian, Polish, Irish, Swedish, Norwegian, Danish, Italian, German, etc. Speaking of the different nationalities, the principal, Mr. Meserve said, that he found them about equally amenable to rules. The Russian children are the most promising. They are industrious, obedient, quick to learn and affectionate, their parents are very much interested in their school progress, and they are all quick to catch the American spirit.

Mr. Meserve is Principal of the Bowdoin School, which has three primary grades and six grammar grades. The largest attendance this year (1907) was 1235, about two and one-half times the attendance in 1846, the quarter of a century year of the school; average age of graduates fifteen years. He is also principal of the primary "Sharp School," Anderson street, which has a head assistant, and three assistants, also a kindergarten department, with a principal assistant.

CHAPTER XIX.

In this history, when quoting from graduates, names have not been given, but in the chapters especially dedicated to the teachers, and in this chapter, names are given of those pupils who have filled important positions or have made for themselves names in the world. I am sure the small number I have been able to find would be increased manifold, if half of the almost innumerable inquiries I sent out had been answered. Efforts to obtain information about the after life of the boys who attended the Bowdoin School during the first ten years of its existence have been almost completely fruitless. From the means, education and public spirit of the colonial settlers of Beacon Hill, the ancestors of the boys and girls who attended Bowdoin School, there must have been a very large number of the pupils who graduated from the school who deserved mention here; men who as public officials, lawyers, judges, ministers, business men and connected with colleges and schools, and as philanthropists, have made their mark in the world, must have left a distinct impression on their descendents.

It is to be regretted that the oldest living graduate, as far as could be ascertained, is not willing that her name should be given. She entered the school in 1825 and graduated in 1829. The gentleman whom she married, many years Mayor of Boston, and consequently chairman of the School Board, was thus connected with every school in the city, so incidentally with the Bowdoin. The graduate said: "Charlotte Cushman was in the school for a short time; she was a fine reader, and Mr. Andrews called upon her whenever visitors were present. I remem-

ber 'Hohenlinden' was a favorite piece with him. Charlotte was not a pretty girl, but large for her years; she was about thirteen." Her connection with the Hancock School, where she was for some time, is not disputed.

Mr. Warren Peirce, (this is the spelling of the family), was born at New Salem, Mass., March 28, 1776. In 1800 he married Lydia, daughter of Rev. Stephen Farrar of New Ipswich, N. H. He graduated from Dartmouth College in 1799 and received from that college the degrees of A. B. and A. M., and from Harvard the honoray degree of A. M. in 1811. He studied divinity from 1799 to 1807. He taught first as Principal of Appleton Academy, then as Principal of New Salem Academy; in 1807 he was elected Preceptor of the newly established Milton (Massachusetts) Academy, and remained there until 1817, when he resigned. In 1821 he was elected master of the reading department of the Bowdoin School. He died in Boston May 10, 1822, aged forty-six years. He was held in high regard in Milton as a teacher. His son Charles, born in 1804, followed in his father's footsteps. He graduated from Dartmouth College in 1825 and devoted his life to teaching, mostly in Charlestown and Boston, Mass. He died aged forty-eight years.

He and his father seemed to have dropped this life's work, just as they were fitted for great usefulness in their chosen profession.

Mr. John Belcher was the first master of the Bowdoin School, in the writing department, 1821; he resigned in 1825. In the School Board records there was but one reference to him, excepting the two facts of his appointment and resignation. In 1823, at the end of the school year, "The Sub-Committee of the Derne-Street School be requested to express to the Master and Assistants of the Writing and Arithmetic in this school, that this Board are by no means satisfied with the improvements of the pu-

pils, particularly in writing, as exhibited before the School Committee in the late examination of their school, and express the expectation of the Board, that the said instructors show better evidence of their attention to the school in future examinations." But one of the pupils, boy or girl, who attended the school, while he was master, have referred to Mr. Belcher; this one wrote: "He lived on Myrtle Street and was always pleasant and gentlemanly. Mr. Belcher resigned in 1825 and opened a book store in Faneuil Hall building, mostly for school books. Three of his daughters entered the school when I did."

Mr. Abraham Andrews, who was teaching a private school in Charlestown, succeeded Mr. Peirce. Mr. Andrews was born in Hillsboro, N. H., December 14, 1776, and died in Charlestown, March 3, 1869. He graduated from Dartmouth College in 1811, taking the A. B. degree, later the A. M., and in 1849 was elected a member of the Phi Beta Kappa Society of that College. He read law with Judge Claggett of Amherst, New Hampshire, and with Aaron Sawyer of Mt. Vernon. After the resignation of Mr. Robinson, in 1853, Mr. Andrews took charge of both departments, the writing department as well as his own, the reading department. In 1855, he sent in his resignation to the School Board, and although strongly urged, would not recall it. He received the following resolution from the Board:

BOSTON, May 17, 1855.

DEAR SIR.—I take pleasure in transmitting to you the accompanying resolution, which was unanimously adopted at a meeting of the School Committee of this city, held on Tuesday last:

"Resolved, That this Board take the occasion which is presented in the withdrawal of Mr. Abraham Andrews from the mastership of the Bowdoin School, to express its highest sense of the value of the services he has rendered in the School Department for a long course of years.

"He leaves the service honored with the respect and esteem of thirty-two successive Boards, and that of a great number of citizens of both sexes who are now enjoying the benefit derived from his instruction and his example."

I remain, Sir, with the very highest respect,

Very truly yours,

BARNARD CAPEN,

Secretary of the School Committee.

November 2, 1853, at a meeting of the School Board, a proposition that six months' salary should be presented to Mr. Andrews, resulted in the following: "Mr. Abraham Andrews has been in the service of this Board for many years. he has during that time met the full approval of our predecessors and built up for himself an enviable reputation, both as a worthy and upright man and a capable and successful instructor.

"For much of that high character which our Boston Schools sustain, they are indebted to his influence and to his exertions; for much of that honorable distinction which they have won abroad, they acknowledge his assistance and his efforts.

"Although we feel compelled to oppose the practice of paying gratuities, and consequently to oppose it in this case, still it is no part of our wish or purpose to detract one iota from the merits of Mr. Andrews, or to disguise the value of those services which, through long years, he has rendered as an instructor in our Public Schools. We are free to acknowledge that, if in any case, it would be proper to overlook the great principle involved in granting gratuity; if it was ever right to do that, in a single instance, which is inexpedient as a practice; if it were ever justifiable for this Board to exceed the authority given it by the law, the present is an instance where the temptation would be

strong to, 'Wrest *once* the law to your authority'—'To do a great right, to do a little wrong'—General School Committee."

After his resignation, Mr. Andrews moved to Groton, where he enjoyed ten years of farm life; in 1865 he returned to his old home in Charlestown, where he died. He was twice married; his first wife was Elizabeth R. Swift, who died in 1829; his second wife, Caroline Swift, sister to his first wife, died in 1882. He had two daughters by his first wife, and three daughters and a son, by the second wife. His daughters, Caroline, Hannah and Sarah, taught in the Bowdoin School.

Master Andrews was very much loved and respected by his pupils. He was never severe, never arbitrary, never sarcastic, except in a slight, amusing way, but every pupil, after a few days, knew that whatever he requested to be done, must be done, and whatever he forbade, must never be attempted. His even government commanded the highest respect and his earnest, enthusiastic methods of instruction, carried the pupils along with him. He was intensely interested in the present and the future welfare of every member of his classes. His teaching of English literature embraced a great amount of instruction in composition. His interest in the *allowed* studies was a great benefit to his pupils, so that, as one graduate expresses it, "A medal, from the Bowdoin School, was an honor to be grateful for."

Of the nearly three thousand pupils who reached his special classes, every one living must feel that the time passed with him, had a great influence in creating a taste for the best literature, and a directing power upon their lives; that to him they owe a great debt of gratitude, which they can pay now only by a loving remembrance of him.

Mr. James Robinson became Principal of the Writing Department of the Bowdoin School in 1825. He was born

in Windham, Conn., October 8, 1781; died in Cambridge in 1877, aged 95 years, 9 months and 23 days. One son survived him, who had no children. A friend of the family said he was a Brown University man. Writing to the Registrar of the University, I was informed that his name was not on the list of students. Letters were sent to Harvard, Yale, Dartmouth, and Bowdoin, and the same answer was received from all. So we must concede that he received his education in the public schools of his native town may have attended private schools, and afterwards was self-educated. Before he became Principal of the Bowdoin School, he taught as usher in the first Franklin School in 1819. Previous to that, he taught in Boston in other schools and had been transferred from the West-Street School to the Boylston on Fort Hill, then to the Hawkins-Street School, and was an assistant in Milton (Massachusetts) Academy, for two years. While teaching there, he married Maria Bronson. He had two sons and four daughters. Two of his daughters, Frances and Mary L., taught in the Bowdoin School.

He wrote an elementary arithmetic that was introduced into the public grammar schools in 1821, and in 1848 a large, advanced arithmetic; he also published a text-book on book-keeping. The large work is still in use in many schools in the country, though revised by other mathematicians. It is not strange that a man of his temperament, a highly nervous one, during the latter half of so long a period, as exhausting as teaching is, should be at times excitable; as one graduate expressed it, a "bunch of nerves." If some of the children were dissatisfied, their parents were not. They knew he was not tyrannical or revengeful; that there was nothing in his government that would be injurious to their children; if he sometimes spoke sharply to them, his manner would soon show that he regretted. At

the time of a slight illness, in the early years of his teaching, when there appeared danger of losing him, a petition was sent to the general committee for his retention, signed by the very best people of the Bowdoin School district, and by the city officials. In 1853, he declined a re-election, and later when his health improved, he recalled this resignation, but this was not allowed. In a few months, a memorial was sent to the School Board, signed by Rev. Samuel Barrett, Edwin H. Hall, Josiah Quincy and 233 others, to appoint Mr. Robinson. This petition resulted in his appointment as assistant in penmanship and arithmetic. In 1857, he was appointed assistant in Arithmetic, Book-keeping and Writing in any public school in the city where he might be needed at \$600 salary. His name was not mentioned again in connection with the Bowdoin School, but the School Board went through the form each year of appointing him. In 1865 and 1866, the salary became \$700; in 1867, \$800; in 1868, \$1,000, and this amount was continued as long as he lived.

A note to a report of the schools for 1903, by Edwin P. Seaver, superintendent of schools, gives this account:

"This dropping of the old writing masters was doubtless a cruel blow to most of them, but it is pleasant to record one instance, at least, in which mercy was shown. It is the *curious* case of Mr. James Robinson, writing master, who drew his salary virtually as a pension, during all the latter years of his long life. Annually, when all the other teachers of the schools had been appointed, special action was taken in his case and he was appointed to perform such services and give such instruction in arithmetic and book-keeping as he might be called upon to perform by the chairman of any sub-committee, his salary to be the same as the last year. He went to the City Hall every quarter to draw his salary, but was never called upon to do any work. Mr. Robinson's last appointment was made by the new School Committee in September, 1877."

Mr. Robinson was a gentleman in appearance and manners; his movements were quick but quiet, never obtrusive. He was as enthusiastic in his work as Master Andrews was in his. His ways were precise; neatness and exactness entered into all that he did. Whatever he undertook to do, was done well. I cannot think of him as leaving anything undone or anything carelessly done. His control of the room with its 224 scholars was complete. There was never any unnecessary disturbance; and I cannot, in any way, recall that any severity or harshness was used to obtain this order. He was master of the subjects he taught and an enthusiast in them. He taught one of the allowed studies, now called in the schools, I think, Physical Science, and as one of his pupils reported, "He made it very interesting and she could recall all that she learned under him."

He built up a high reputation for the school in his department. If it was possible to make a scholar understand a mathematical problem, he would do it. His pupils all became distinguished for their penmanship. As a graduate has said, "A pupil of Master Andrews had to be a good speller," so a pupil of Master Robinson had to write well.

The two masters working harmoniously and together raised the school to the high position it held. Its high rank is still accorded to it by the committee of the present time, a rank obtained and maintained by the united efforts of the two first masters.

CHAPTER XX.

Mr. Daniel C. Browne succeeded Mr. Abraham Andrews as principal of the Bowdoin in 1855. He was born in Kingston, N. H., September 5, 1814, and received his early education in the academies of Kingston and Exeter. He taught in Arlington, Mass., and came to Boston about 1850 as usher in the Brimmer School. In 1856 he was elected Master of the Bowdoin School, which had been for more than a generation under the able instruction of Master Andrews and Master Robinson.

June 10, 1884, the resignation of Daniel C. Browne was accepted and Mr. Perkins offered the following: "Resolved, That the Bowdoin School Committee highly appreciate the value of the work done by Mr. Daniel C. Browne, during the thirty-five years of active service in the Public Schools of Boston, twenty-nine of which have been spent as the able and devoted master of the Bowdoin School, and heartily regret that he has found it necessary on account of the state of his health to resign the office which he has so long filled with credit to himself and with great advantage to the school. They offer him the best wishes for prosperity and happiness in his honorable retirement, which he seeks and to which he has so richly earned the right." From a Memorial printed after his death, the following extracts are taken from resolutions unanimously adopted by the "Boston School Masters' Association :—"Mr. Brown by his earnest, conscientious life and life-long duty, by his scholarly attainments, by his unswerving adherence to what he believed to be the true and the right, and by his modest, dignified and gentlemanly bearing, offers an example worthy of all imitation, commanding our admiration and respect. We look with

just pride and satisfaction upon the record of a full and rounded life, devoted for fifty years to the cause of education; inspired with upright zeal for the honor of the profession; active with single purpose to train the youth of our community to studious habits and useful lives.—Mr. Brown would, I suppose, be called a conservative teacher. He was never carried away by new theories, never rode hobbies, and while he was modest in the presentation of his views, never obtruded them on others. He felt most strongly that for himself he must follow those methods which long experience had proved best for him. He was just old-fashioned enough to believe in honest, thorough work in the school-room, not only of the teacher but of the scholar.—Many of his pupils in the early years of his teaching, now men and women of mature life, most thankfully remember his faithful instructions, and will ever hold in fond endearment the man who constantly labored to fit them to become useful members of society. In going to the Bowdoin School as master, though he succeeded one of the most popular and thorough instructors that Boston has ever had enrolled on her lists of teachers, Father Andrews, as he was familiarly called, yet the Bowdoin took at once, under his administration of affairs, a high rank among the rest of our schools, which position she has ever since justly maintained.—Mr. Brown took the mastership of the Bowdoin School for girls on Beacon Hill, which had been for more than a generation under the able direction of Master Andrews, the foremost school of its class in the city. I take profound satisfaction in bearing testimony to the eminent ability, zeal, fidelity and conscientious devotion with which Mr. Brown performed every function and discharged every duty devolved upon him by the important position which he held. He was never found wanting.—In a word, to enumerate his qualifications, moral and intellectual, is but to recite the characteristics of qualifications

requisite to constitute the man of noble character and the model school-master."

Mr. Brown's resignation was received June 10, 1884; he died in Boston, July 3, 1884, aged 69 years, 5 months, 28 days. He married, somewhate late in life, Miss Rose Prescott, a teacher in the Sharp School (Bowdoin Primary), and his death left a widow and young daughter, Rose Prescott Brown, now Mrs. Coffin, of St. Louis, Missouri. The memorial from which the given selections were taken, was a very complete one and too lengthy to insert here; necessarily there was more or less repetition of the same thoughts from different persons. Such selections were taken as would adequately present his life and work. He was given the honorary degree of A. M. from Middlebury College, Middlebury, Vt.

After the resignation of Mr. Daniel C. Brown, Mr. Dewlin A. Hamlin, who was teaching in one of the public grammar schools of the city, a boys' school, was elected master of the Bowdoin School, September, 1885. He graduated from Colby College, Waterville, Me., receiving the two degrees, A. B. in 1871, and A. M., in 1874. Directly after graduation, he was appointed to the Lawrence School, Boston. In 1886 he was transferred to the Rice Manual Training School, a position which he was thoroughly fitted to fill, thus remaining at the Bowdoin School only one year and four months. He remained in the Rice School until his death, in 1893; having taught two years in Boston.

Mr. Hamlin married, December 28, 1873, Laura A., daughter of Horace and Emeline (Packard) Parlin; they had two sons and one daughter. One of the graduates said, "He always referred to us as boys, much to our amusement." The class that graduated under him, refer to him in the pleasantest way, saying they owe much to his teach-

ing. He was a man of pleasing personality, and was much liked by the entire class.

Mr. Alonzo Meserve succeeded Mr. Dewlin A. Hamlin. He began teaching in Boston in the Bigelow School, South Boston, in September, 1871, as usher; then was transferred to the Prescott School as sub-master, January, 1874, and was appointed master of the Bowdoin School, September, 1886, where he is still teaching. Mr. Meserve says: "I was born in North Abington, Mass., February 21, 1844. I learned the trade of shoemaker; when I was seventeen years old, I had an intellectual awakening. From seventeen to twenty-one, I took a four years' course in the High School, attending school forenoons and spending the rest of the twenty-four hours in working at my trade and sleeping moderately. I then taught school for a year, after which I entered the Bridgewater Normal, graduating in 1868, and immediately went to teaching. I have tried to keep abreast of the times by many and varied courses of instruction, reading and travel."

Although Mr. Meserve did not receive a college education, yet those who have watched and marked his work as master of the Bowdoin School, and seen its results, know that he is admirably adapted for carrying out what he chose for his life-work. As a graduate of the first quarter of a century of the Bowdoin School lately remarked: "When I left the school there was no Girls' High School, but with Master Andrews as teacher, for four years, and Mr. Pierpont's American First Class Book, I have never felt myself an uneducated person." So Mr. Meserve, with his youthful determination and perseverance, working and studying, supplementing these in all his after years with constant and well selected self-instruction, may well be classed in his profession as a compeer with any college-educated instructor.

Mr. Meserve is a man of even temperament; whatever he decides is best for a pupil, is unswervingly worked out, quietly though determinedly, no matter what the natural ability of the child or position in life of her parents, or her pleasing or unpleasing personality.

It would be difficult, as well as undesirable, to compare the work and its results of the present master of the school, and his efficient corps of the teachers, with those of the first half-century. The contrast between the early residents of the Bowdoin School district and those of to-day is very great and, consequently, the home influence in some cases is as different, throwing a greater responsibility upon the teachers. From two or three slight talks with Mr. Meserve, I have received the impression that our opinions coincide, as to the methods to be adopted, for the best all-around instruction of the children of to-day, and the fundamental principles underlying them.

Whatever a child can find out for himself, by close, diligent, *patient* work, he should be encouraged to do, and not be told, although the telling may save parent or teacher some time and labor. Different methods of governing and instructing different races are unnecessary; that with foresight, patience and a clear understanding of what is to be done and the effects to be desired, the same methods will answer for all. Schools are primarily established for the good of the child. The first effort to be made is to find out the peculiar temperament and characteristics of the child, and try to build up a "good character;" then to impart general knowledge, and while doing this, let the dominant effort be to train the child for an useful life. The school life of children, should be that of a large, harmonious family, where the teachers are so many parents, who desire to make the children happy, while at the same time they are being gently controlled and taught to observe and

look into everything that is told to them, or seen around them, and to *control themselves*. Children, if properly taught and guided, will be happy and, if happy, their minds will be open to the right impressions and they will enjoy and desire to do their work.

There will be a great difference in the intellectual powers of a class of students, but a conscientious, devoted teacher will never neglect the weaker intellect, but will smile upon and encourage every effort, however simple or crude. Dr. Arnold said: "If there is any thing on earth, which is truly admirable, it is to see God's mission blessing an inferiority of natural powers, when they have been honestly and zealously cultivated" Mr. Meserve is one well calculated to carry out this mission of God. His manner to the older ones is that of one strongly interested in them, ready to aid them in what they are seeking to do, and his manner to the little ones, no matter the color or race, is very gentle. I noticed this particularly in two visits to the school; some little ones were sent in to the office to speak to the master, probably to confess some misdemeanor, but although shy and ashamed, were not afraid.

At the reunion, 1906, of Bowdoin Alumnae Association, Mr. Meserve said, in his remarks at the banquet: "The cry is going out again, that we are giving too much attention to many things in our schools, but although the teachers of the three R.s, playfully so-called, may have seemed sufficient hitherto, the sooner we begin to teach the three H.s, the Head, the Heart and the Hand, or, in another phrase, the Moral, the Mental and the Manual, the better it will be for the children and the community of the future, which will be formed by them. He also stated, that a Penny Savings Bank for the children had been started, and many of them have quite an amount in the bank.

Master Andrews served the school thirty-three years; Master Robinson, thirty years; Master Brown, twenty-nine

years; Master Meserve, twenty-four years and is still teaching. May the Bowdoin School retain him and have the blessing and benefit of his guidance and teaching until the century anniversary comes round, in 1921! Masters Andrews and Robinson were serving at the same time, so three successive masters have given eighty-five years of service.

Mr. Meserve married Abbie M. May of Randolph, December 27, 1870. They had ten children, but the first died in infancy. Five have received a college education and it is intended to give the other four equal advantages. The five have all been teaching, four of them still continuing the work.

William M. Evarts, who entered the school when he was seven, in 1825, and took a medal in 1828, was the first scholar in his class. He was ten when he entered the Latin School. He was not disposed to enter the usual boyish games. William M. Evarts was appointed Attorney General under Andrew Jackson and, in 1877, Secretary of State, during the four years of Rutherford B. Hayes' administration. He died in New York, February 28, 1900.

Edward A. G. Roulstone was born in Boston, April 2, 1818, and attended the Bowdoin School. He was a manufacturer of trunks, bags and military equipments, his factory and store being on Hanover Street and Tremont Row. He is not living.

Mr. William B. Wright, a Bowdoin boy, went into the drug business, corner of Revere and West Cedar streets, and was there for many years. Since his death the business has been carried on by his son.

Francis Sumner, brother of Charles Sumner, attended the Bowdoin School, and it is upon the old Sumner homestead that the present building now stands.

Mr. Henry Winship, a well-known business man of Boston, attended the Bowdoin School. He has been for

many years in the trunk and bag business. He is about ninety years old.

Mr. Emory Souther attended the school, leaving it when the transfer of boys to other schools were made in 1830. When his grammar school education was finished, he served a long apprenticeship with Mr. F. Towle, a druggist, corner of Leverett and Greene streets. In 1843 he started a drug store for himself, at the corner of Lyman Place and Greene Street and remained there until a few years ago. He was for some time the oldest apothecary in Boston. He was one of the first to manufacture "Cod Liver Oil." He resided at the West End. He died in March, 1907, aged 87 years.

Francis C. Bryant, though not a close student, became successful as a business man, and was elected secretary of the "Board of Water-Commissioners" at St. Louis in 1880.

Thomas Gould was born in Boston, 1818, and died in Boston in 1881. He studied art under Seth Cheney; resided in Florence, 1868 to 1878, after which he practised his profession of Sculpture in Boston. He has been considered by many the strongest idealistic sculptor of the nineteenth century. Besides the busts of several noted people, his best known works are "West Wind," "Ariel," "Cleopatra," "Timon of Athens," "Christ," "Satan." His last two works were colossal heads, in relief, on the Herald building.

Charles Clark Meade, a graduate, is still living.

CHAPTER XXI.

Miss Mary A. Murdock was a graduate of the Bowdoin School, taking a medal in 1829. The fall of the same year she became a teacher in the school at a salary of \$50 per year. This was during the time the monitorial method was being tried. She resigned after thirty-five years of teaching and could not be persuaded by the committee to withdraw her resignation. At the time of her retirement, her salary was \$600 per year. One pupil writes of her thus: "As an instructor she had a happy faculty of imparting what she knew to her pupils, and she was clear and thorough in her explanation of any difficult point that might come up in the course of the lesson. In the management of her pupils she combined mildness with firmness." Her personal appearance, mien and carriage were noticeable, giving an impression of dignity and refinement. Her brown hair, always arranged in a glossy French twist, dazzling white, slightly large teeth, well-open brown eyes beneath a well-formed brow, she retained almost intact during a long life. She was born in August, 1814, and died in August, 1901. Her death was caused by a fall in 1898 when her hip was broken. She never left the house afterward, but she was moved and moved herself in a rolling chair. For a few months only was she confined to her bed, and during that time her brilliant mind seemed to give way.

At the time of her resignation, as teacher of the Bowdoin School, she received the following handsome recognition of her work as a teacher:

BOSTON, April 5, 1864.

At a meeting of the Bowdoin School District Committee, this resolution was passed and sent to Miss Murdock:

"The Committee have received with regret the resignation of Miss Mary A. Murdock, as head assistant of the Bowdoin School.

"Resolved, In accepting this resignation, the Committee desire to express their grateful recognition of the judicious, faithful and successful manner in which, for many years and in various positions, Miss Murdock has performed all her duties, and their sense of obligation for the effective services she rendered in maintaining and promoting the interest and reputation of the school.

"The Committee take this opportunity to convey to Miss Murdock. their best wishes for her future welfare."

WALBRIDGE A. FIELD,

Sec. Bowdoin Sch. Dist. Com.

Mrs. Philena Winship Perrin was a pupil at the school until the transference of the pupils who lived north of Greene Street, to the new Wells School in 1833. She remembered much of her school days in the Bowdoin, often speaking of the teachers and with special appreciation of the work of the two principals, Masters Andrews and Robinson. Her sons, Prof. Marshall Livingston Perrin, of Boston University, and Rev. Willard T. Perrin survive her. Her home was a typical New England home, where it was a delightful and instructive privilege to visit. The last time I was there, the kind and amount of work which Mrs. Perrin performed daily seemed a marvel to me, she being in her eighty-fourth year. Prof. Perrin has been for many years Superintendent of the Wellesley schools. He writes: "Mrs. Perrin had for fourteen years previous to her death kept all the accounts of school expenditure, making out the pay rolls and expense sheets, according to which, after approval by the school-board, payments were made by the town treasurer. She had the book-keeping connected with the School and Public Library departments and had made,

wholly herself, the separate statistical and financial reports of the town. Besides this work, she also kept the detailed accounts of the subscriptions of the Boston University Alumni History Professorship Fund, sending out requests, reminders and receipts and making full report from time to time." Mrs. Perrin led a comparatively quiet life for the last quarter of a century, as she was always somewhat delicate in health. The tie between her, her two sons and a grandson was extremely close and congenial. She was proud of her sons, and they were proud of and devoted to her, as well they may have been, when we consider what she was able to do in her 84th year. She died March 16, 1908.

Mrs. Sarah Mitchell Judkins graduated in 1835, a medal scholar. She taught in the Bowdoin for two years, 1850 and 1851, and then she married. Mrs. Judkins is a woman of great delicacy and refinement, joined to a fine intellect. Her writings have been published in papers and magazines and a small book was printed for private circulation. Two of her short poems are given elsewhere in this history. The following are, I think, her best poems:

THE DEAD BISHOP'S LAST WORD—"HOME."

A brave day's work in the vineyard,
Where the purple clusters grow;
Forming, tying the branches,
'Till the sun is sinking low,
A long day's work in the pasture,
While guiding the flocks as they stray;
Urging on the wayward stragglers,
Guiding the weak by the way,
And then "Home."

Then he left the vines to ripen,
'Neath others' fostering care;
Left the velvety pastures,
With the flock still feeding there.

A voice had come in the stillness,
 On the wings of the midnight air—
 A voice unheard by the watchers,
 Though watching so closely there.
 "Home—Home."

Others must gather the vintage,
 The fruit of your toiling,
 Another bring home your flocks,
 With the shepherd's calling song.
 Louder the call and yet louder,
 Though the watchers caught ne'er a word,
 The soul of the loving toiler,
 The summons to come, had heard.
 "Home—Home."

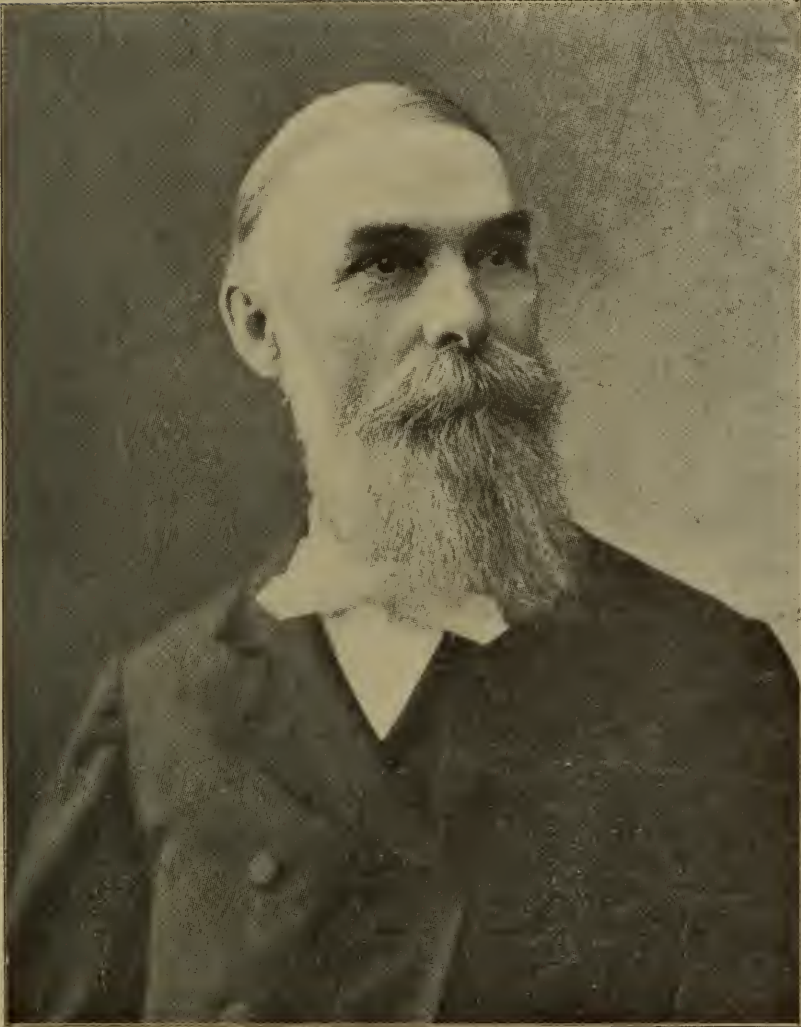
And so just before the dawning,
 Just at the breaking of day,
 While sleep was on the city,
 The MASTER called him away.
 A moan went up from the thousands
 When the light of that day beamed bright,
 And the sunshine as it glinted
 Seemed alike dead of night.
 And then "Home."

QUESTIONINGS.

How many years of my life remain,
 Oh, how many years I say?
 Can you tell of the time of my death to me,
 Tell either the hour or the day?
 Nay, the FATHER knoweth—not you or I.

What of the love that shall gird me round,
 How strong shall it circling be?
 Shall it keep me safe in its sheltering arms
 Whatever the storm may be?
 Nay, the FATHER knoweth, not you or I.

What can you tell of my journey's end,
 Or what will their ending be?



ALONZO MESERVE.

Shall the friends I have loved be around me then
To strengthen and comfort me?
Nay, the FATHER knoweth, not you or I.

What of beyond when my feet shall stand
On the banks of farther shore?
Shall a welcome come from the lips I love,
Of those who have gone before?
Nay, the FATHER knoweth—not you or I.

Miss Caroline M. Plummer, 1839, writes occasional poems, one of which, written for the 1873 reunion, has been given in the account of that reunion.

Mrs. Susan Whitwell-Leeds, class of 1840, who writes occasional poems, wrote one for the 1873 reunion. As she once expressed it, "I married early, as did most of the class of 1840, and we devoted our time and talents to our families. *That* surely ought to make us noteworthy."

Mrs. Eleanor Pearson, March, 1840, is noted in philanthropic work in Boston.

Miss Anna Baily, 1840, was a very fine scholar and very successful in her chosen life-work; but just as she had obtained a position of great responsibility and trust and was returning home, she fell on her own door-steps. She was severely injured and made a cripple, confined to the house for life. She has now lost the sight of one eye. In bearing what must have been a keen disappointment, the shattering of her plans, with patience and resignation, she certainly has won a name to be honored and remembered.

Miss Lucretia Crocker, 1840, was a successful teacher and one of the first four women who were elected on the School Board of Boston in 1874. She was placed on the District Committee of the Lewis and Dudley Schools; also on the committees of the Industrial and the Girls' High Schools. In 1880, she was elected one of the four first Supervisors of the city schools for a long time doing fine work.

Miss Harriet Hawes, a medal scholar of 1842, remained in the school another year. In 1844 she went to Mount Holyoke Seminary, now a college, as assistant pupil, teaching vocal and instrumental music. She graduated in Miss Lyons' last class and went at once to Tuscaloosa, Ala., to teach in a seminary. She was there two and a half years. She then taught instrumental music in Boston to private pupils. In 1855 and 1856 she taught in Blairsville, (Pennsylvania,) Seminary. She afterwards taught in the Western Female Seminary, Oxford, Ohio; she was there 19 years, teaching music at first, then literature. She was given a year's vacation and returned to Boston. During this year, 1877, she was offered the position of librarian of Wellesley College and is now there as librarian emeritus, still spending most of her time in the library.

Miss Adelaide Phillips attended the Bowdoin School in 1845 or 1846. She sang in opera; studied music in Boston, afterwards in Europe. The following is copied from the Boston Daily Advertiser of August 27, 1863: "Miss Adelaide Phillips has been singing in some of the provincial cities of France and has met with great success. Speaking of her performance of the part of 'Leonora' which she sang at her benefit, the 'Journal d'Amiens' uses the following highly complimentary language: 'The part of Leonora filled by the young beneficiary, offered fresh opportunity for the display of all her versatility and the charm of her genius. As she had shown herself charming and sparkling in 'Rigoletto' and 'Barber,' so has she shown herself impassioned and dramatic in 'Il Trovatore' and 'La Favorite.' Happy privilege of her glorious and flexible mezzo-soprano voice, which passes with perfect ease and equal beauty from the most delicate expression, from the lightest and most brilliant expression florituri to the deepest tones, to the most stirring accents. We chronicle with pleasure the

tumultuous clapping and applause, the calls, the bouquets, all of which consecrated the dazzling and legitimate success of Miss Phillips.' ”

Miss Sarah E. Adams, medal scholar, in 1846, first taught in the Bowdoin School for a short time, then in the Phillips School, returning to the Bowdoin School under Mr. Brown. She resigned to become assistant in a private school for two years; then was governess for twelve years in a family; and at last taught private pupils in her home. She has led a useful and honored life, but is now somewhat of an invalid.

Caroline Francis Loring, medal scholar, 1846. She was a brilliant scholar. She went to the State Normal School at West Newton when the famous “Father Pierce” was principal. After her graduation from that school she taught in one of the public schools of Boston until her marriage, in 1854. She went in a sailing vessel around Cape Horn to San Francisco; there she was married to George H. Loring of Boston. Her husband died young; and she died in the fall of 1907, leaving one daughter.

Mary Joslin Thom, 1846, medal scholar. She entered the Bowdoin School in 1845, previous to that time she had taught school in Leominster, Mass. She intended to fit for a teacher for one of the public schools of Boston, but just after her graduation, her aunt, with whom she was staying, died, leaving a boy and two girls. She gave up thoughts of school teaching, to bring up these motherless children, who were at just the age to need patient, loving care. Afterwards she married a widower with two young daughters of just the age to need kind, patient care. She was a devoted, judicious mother and if she lost the opportunity of becoming famous as a Boston school teacher, she certainly did her full duty in training up six children in “the way they should go.” Her husband was Nathaniel G. Thom of Providence.

Leah Nichols-Wellington, medal scholar, 1846, after graduation attended the Rev. Hubbard Winslow's School, Mt. Vernon Place. She was obliged to leave at the end of the year on account of ill health. Mr. Winslow's school was as thorough in giving his pupils an advanced education as are the best preparatory schools to-day in fitting pupils for college. As her health improved she took private lessons. In 1858 she married Andrew Wellington of Lexington, Mass. She graduated from the Boston Normal Art School in 1877. In January, 1877, she was placed in charge of the Art Department at Wellesley College, which position she resigned in the summer of 1883.

Mrs. Marcy A. Smith-Vennard, was a medal scholar 1846. She returned to the school for another year's work and in 1851 she was appointed a teacher in the school. She was an able teacher, very firm but gentle. At one of the Bowdoin reunions one of her old pupils told me that at first she was afraid of her, but soon became very fond of her. She began with the youngest class and was promoted until she was master's assistant. She resigned in 1863 and married Mr. Henry Vennard. She possessed fine business ability and after her husband's death, she was chosen to fill his place as trustee of a very large church. She died in the fall of 1907.

Mrs. Elizabeth Stimpson-Hubbard, was also a medal scholar, 1846, of the Bowdoin School. She was a faithful, earnest student, not excelling in one specialty, but *excellent* in all. She was married to Rev. Isaac G. Hubbard, Rector of Grace Church, Manchester, N. H. Here they remained for twenty years. He was obliged to resign on account of ill health.

The six medal scholars mentioned were all living in 1904. Three of them, Miss Sarah E. Adams, Mrs. Leah Nichols-Wellington and Mrs. Marcy A. Smith-Vennard, were at the 1903 reunion, and a few words were spoken

about the other three, who had sent letters. Now, sixty-one years after their graduation, two are now living, Elizabeth S. Hubbard and Leah N. Wellington.

Miss Maria Whitwell, sister of Mrs. Susan Leeds, graduated from the Bowdoin in 1845 or 1846. She was one of those who planned and carried to such a successful issue the reunion of 1873. It was the only reunion held until the one in 1903.

CHAPTER XXII.

Miss Harriet Caryl, a medal scholar of 1851, afterward graduated from the Girls' High and Normal School, and was elected teacher of the school in 1855, and resigned in 1903, after nearly a half-century of teaching. One who knew her well said: "The pupils remember her teaching, clear, persistent, patient, but all lessons are forgotten, they remember *her*. The dullest recognize her honesty, clear as the day; her simplicity and her humility of mind; the utter devotion to duty, and the unfailing kindness that, like the sunshine of the Lord, 'falls on the evil and the good, on the just and the unjust.'"

Miss May Newell, graduated in 1853. She was for thirty-two years assistant editor of the *Youth's Companion*.

Miss Emmerline D. Fish graduated in 1853, then completed the three years' course at the Girls' High School. She taught a primary school from December, 1856, to July, 1862; next taught in a graded school for eight years. She learned to teach articulation and lip-reading to the deaf and had private pupils, for longer or shorter periods, for several years. She wrote: "I was greatly pleased to attend the exhibition of the Bowdoin School in 1903, my semi-centennial; although the class of population is greatly changed, the pupils, I think, made quite as good a showing as in the days of Auld Lang Syne."

Miss Mary Skinner of the class of 1853, after graduation from the Bowdoin, her family having removed to Cambridge, took the full course in the High School of that city, being the only girl in the college course. There was no prospect then of colleges for girls, but she wished the best education. After teaching in different

States, she was connected with the Western Reserve College, Oxford, Ohio, for thirty-two years. She has retired, a beneficiary of the Carnegie Fund.

Miss Helen Mellen, medal scholar, 1853, was acting librarian of Tufts College from 1869 to 1894 inclusive, and after 1884 was made librarian, which position she still occupies, making forty years of consecutive work.

Miss Sarah Pierce Currier of 1854, went to the Girls' High and Normal School; then taught from 1858 to 1863 in Lynn; from 1865 to 1888 in the House of Refuge, Randall's Island, N. Y.; afterward three years in Brookfield, making in all thirty years, ending in 1891.

Miss Mary Scates-Barry, 1854, was afterward a successful teacher in the Boston High School.

Miss Flora Barry was a successful opera singer.

Miss Irene Wentworth, who taught for forty-one years, with only one special vacation, was very much respected and beloved by her pupils. Her long service proves the esteem in which she was held by several successive School Boards. Her term of service was longer than that of any of the teachers, from 1857, to 1898, the year of her death.

Miss Martha Palmer taught in the Bowdoin School from 1854 to 1878, twenty-four years. An earnest, faithful, conscientious teacher, she is still living and retains her interest in the Bowdoin School.

Miss Emily G. Wetherbee, was a teacher from 1864 to 1869. The school-house, she refers to in the following poem, was not the old Derne-Street building, but the second one, which stood where the third one now stands, on Myrtle street. Miss Wetherbee died in 1897, so probably never saw the new building when completed.

THE OLD BOWDOIN SCHOOL-HOUSE.

High on the hill, storm and tempest braving,
For years it has looked down,

A pleasant land-mark and a friendly beacon,
Upon this busy town.

But to grander and statelier temple,
It soon must yield its place;
As in life's course, the old and feeble-hearted,
Are banished from the race.

I greet you all, with loving, fond remembrance,
Where e'er your lot is cast;
Deep in my heart of hearts, I cherish ever
Sweet pictures of the past.

We'll ne'er forget the dear, old-fashioned school-house,
Dismantled though it be,
And pledge our love, as in our youth's fair promise
Old Bowdoin now to thee.

Had these walls language, what a tale they'd utter,
Of happy girlhood fair;
Of merry feet, that entered at their portals
And climbed the winding stair.

In this old school-house, many years a teacher
I learned to love the place;
Rich with the sunshine of youth's golden promise
From every radiant face.

Dear girls, now grown to womanhood's fair station,
Filling life's larger sphere,
Do memories of the dim and far off school life,
E'er come your hearts to cheer?

The lessons learned, the earnest, true endeavor,
Have all these helped you bear
The cruel failures of the world's hard conflict,
The crosses and the care?

Miss Harriet Choate was teacher for only a year, but seems to have entered firmly into the hearts of her pupils. She was head assistant. In response to a letter, she sends the following sketch which her many pupils will be glad to

read. She was married and went finally to Australia, where she is now living. This letter was received, September 28, 1906: "My connection with the school was of very short duration, but I always felt that I was most kindly treated and to be remembered after all these years seems too good to be true. (She left in 1866). Through the kindness of Miss Mary Edna Mecuen, I received a programme of the second annual reunion, having Mr. Brown's picture on the print and the likeness was life-like. From the chairman of the committee, Dr. Lamson, at that time, and Mr. Brown, I met nothing but kindness and was helped in every way, for I was young and not very experienced. The girls, too, were a delight, several of them very clever, and then the Misses Harves and Stockbridge, exceptionally good. I remember Miss Gale, the valedictorian of 1866, also Miss Chase, both of them given to verse making. You also say, there are teachers there *now* who were there when I was there in 1865! I am sorry to say that I cannot remember them, even by name. If they have been teaching all these years, they certainly are of the stuff that heroes are made! I don't believe any State but *Massachusetts*, or shall I say, the New England states, could put up a record like that! I have seen in the home papers, the subject mooted of *pensions* for teachers of long service! I wonder the matter has not been carried out long ago in Boston, of all places! A life work like that ought to have the recognition of the states.

"As to the details of our time at the Bowdoin, I am afraid I cannot give you anything worth recording; one forgets much in forty years, especially if one's life has not been in one's early home. When I left Boston, I first went with my husband to the East Indies; then we returned to the States and in a few years came here, a little more than thirty years ago. This, as you know, is an English colony

and I have met many delightful people and made many warm friendships here. The conditions of life are very much the same as with you, I doubt not, only we are perhaps more cosmopolitan, being on the direct line between England, the States and Australia. We seem very near to San Francisco, being only three weeks away, and many New Zealanders have gone there to finish their education at the many colleges. For its size and age, coming under British control in 1840, this place has made wonderful strides. I am afraid all this will not interest you much. I am sorry I could not do better, but I can only express my gratitude for being remembered at all, after the years past."—HARRIET M. CHOATE-GOODHUE, Auckland, New Zealand.

Miss Ella A. Fairbanks, 1865, has made a specialty of flower painting in water color. She also has taken up decoration of porcelain and has been a member of the Mineral Art League since its formation, fifteen years ago, of which she has been president for five years. This club was formed for the mutual improvement of its members in the art of mineral painting and has done a great deal to raise the standard in their particular branch of art. She is one of the directors of the "Fairbanks Family Association" and vice-president of the Woman's Auxiliary. She graduated from the Girls' High and Normal in 1868; commenced her art studies and is still studying as well as teaching. She was for a time president of the Girls' High School Alumnae Association.

Mrs. Amanda A. Marble-Kelly was a graduate of the Bowdoin, 1865, and graduated from the High School in 1868. She is now on the board of its directors. She is president of The Miner Charitable Society.

Mrs. Christine McDonald-Jefferson, 1866, sings in light opera.

Miss Julia G. L. Morse, 1883, is a teacher in the Bowdoin School district, a school where the children are five years old. The teaching of little ones is the most difficult branch of the teaching profession, requiring not only infinite patience, but an exact knowledge of many things and the art of checking the too active intellect, and sympathizing with the slower ones. She always guides by the law of love, but requires quick obedience.

Miss Abbie Farwell Brown, 1886, was the valedictorian of her class. She graduated from the Bowdoin School, then from the Latin School and took a special course in Radcliffe College. She is the author of several books, some of which are used as text books in the schools. The best known of her books are, "The Book of Saints and Friendly Beasts," and "The Lonesomest Doll." She sent a special tribute to the teachers of the Bowdoin School, which is given elsewhere, and she kindly sent the following poems, at my request.

Trees. From "THE STAR JEWELS AND OTHER POEMS."

However little I may be,
At least, I too can plant a tree
And some day, it will grow so high
That it can whisper with the sky,
And spread its leafy branches wide
To make a shade on every side.
Then on a sultry summer day,
The people resting there will say:
"Oh, good and great was he,
Who thought to plant this blessed tree!"

"THE VIGIL." (From the "Youth's Companion.")

Through the long dark, I watch and wake
Beside my armor bright,
For morning's dawning sun shall make
Me too a belted knight.

The silent hours drag slow and long,
The chapel floor is cold,
My weary eyes are faint, but strong
My cost to win and hold.

No kin may help, no friend draw nigh,
And all the world's asleep;
For this one night, my soul and I
Alone must vigil keep.

Yet through yon oriel's tinted wheel
Of stars, a silent throng,
Watch over me to wish my weal,—
Knights who were brave and strong.

In silver armor dight, like mine,
Fill the blessed field,
Bright on my helm and corslet shine,
And gild my shawl and shield.

They nobly strove in war's alarm;
They died to keep their vow;
But first they watched, to win their arms,
As I am watching now.

May their noblesse, me too inspire,
Who long like them to fight,
When I, who am but now a squire,
Shall rise a belted knight.

Miss Marian Hawes graduated from the Bowdoin in 1868; afterwards from the Girls' High School and is now teaching in the Brighton High School.

Miss Eudora E. W. Pitcher graduated from the Bowdoin School in 1869, and commenced teaching in the school in 1874. She is still teaching there, a patient, proficient, earnest teacher.

Miss Lucille E. Hill, 1875, commenced teaching in Wellesly College as director of the gymnasium from 1882 to 1894, director of physical training, 1894 to the present time.

Mrs. Lue Stuart Wadsworth, 1875, is an enthusiastic worker in all patriotic causes. She was elected the first president of Bowdoin School Alumnae Association. She has always taken a great interest in the Bowdoin School and it has been through her efforts that a flag is placed in every room of the Bowdoin district; she has also obtained from different classes of the alumnae pictures for the school hall.

Mrs. Inez Haynes-Gilmore of 1887, is a writer for magazines. Her stories may be found in McClure's, the Smart Set and the Scrap Book.

Miss Ethel C. Brown, sister of Abbie Farwell Brown attended the Bowdoin School for several years. She is a successful illustrator for children's books.

Miss Effie F. Grove, 1889, sent in some material which I placed earlier in the book. The following was as a tribute to the teachers for benefits received; as she grew older she evidently realized how much she had received to be thankful for. "Soon after I entered the Bowdoin, Mr. Meserve became Principal and what a grand man he is and how he dignifies the position! It is nearly seventeen years since I graduated, but the very mention or suggestion of dear Old Bowdoin still inspires me. I have many times found some little subject that used to seem so tedious to me, now beneficial."

Florence Smith, colored, is the principal of one of the large schools in Washington, D. C. I do not know when she graduated. Adelaide Smith-Terry, colored, was a public singer and sang in the Unitarian church (white) in Brookline for many years, and Harriet L. Smith is a graduate, 1880, of the school and a teacher in it. The eldest sister graduated from the Wells and has been a teacher in Bowdoin primary school for many years.

Mrs. Florida Ruffin-Ridley, colored, was a graduate of the school and a teacher in the Phillips school until she married.

Miss Clementine Dominique, colored, 1897, was valedictorian of her class. She is teaching physical culture in a southern college, the full title of which is "Colored Normal, Industrial, Agricultural and Mechanical College of South Carolina."

Miss Gladys Brown, class of 1902, while still a pupil was much interested in the forming of an Alumnae Association. She canvassed the situation, working earnestly and enthusiastically, but received little, if any, encouragement. After a while she ceased her efforts for a time, but soon the matter was again taken up, with the assistance of Miss Eudora E. W. Pitcher, and notices published in the daily papers stating a meeting would be held for the forming of an Alumnae Association of the Bowdoin School. Preliminary meetings were held, and on May 1, 1903, there was a large gathering of Bowdoin graduates. The evening closed with a Bowdoin School Alumnae Association firmly formed. To Miss Gladys Brown the Association gives thanks for its firm establishment.

A TRIBUTE TO THE TEACHERS

"As the years go by I realize more and more what a privilege it was to begin one's education at the Bowdoin School with that master band of teachers. Tact and sympathy, thoroughness and patience, method and intelligence, those formed the atmosphere in which one could not help but learn. These made school days happy, even for a child who dearly loved out-doors and play.

"I have never before nor since known help such as they gave their unworthy flocks. What they taught was properly taught, and it 'stayed.' One could not forget

their lessons if one would. For later teachers there was nothing to be unlearned or patched up. The foundation at least was solid.

“Dear friends and wise instructors:—their zeal and devotion is something to remember with pride and wonder, the inspiration which they gave will never fade.

“Three of that rare band are gone: Mr. Hamlin, Miss Young—and dear Miss Fay. How well do I remember her long, grave face. I thought it stern before I had caught the twinkle behind the forbidding glasses. I was afraid before I knew the loyal affection of her big, kind heart. Alas! I never told them,—so I would fain have the other dear teachers of mine in the Bowdoin School, know while they are still happily filling their honored places,—how much I admire and reverence and love them, and how grateful I am for all they have done for me.

“If we graduates should ever accomplish any good on the foundation of early precept and example, I am sure one of its dearest rewards would be to hear the ‘Well done’ striven for in our childish days repeated by those same kind lips.”

—ABBIE FARWELL BROWN, '86, Boston, October 14, 1906.

CHAPTER XXIII.

In April, 1903, notice appeared in the Boston Journal, stating an attempt was to be made to form an Alumnae Association of the Bowdoin School. At the first meeting held in the school hall, class committees were formed and also a general committee, consisting of Mrs. Lue Stuart Wadsworth, chairman; Miss Maria Whitwell, Miss Harriet L. S. Smith, Dr. Eudora Faxon, vice-chairmen; Miss Julia L. G. Morse, treasurer; Miss Eudora E. Pitcher, secretary; Miss Gladys Brown, corresponding secretary; Miss Sarah L. Mecuen, auditor. The organization was formed and it was decided that any girl who had attended the school, though not a graduate, could join the Association. The first reunion was held at the Vendome, May 1, 1903, and much of its success was due to Miss Gladys Brown and her interest in it. There was a very large attendance at this reunion, 350 being present. The oldest present were Mrs. Philena W. Perrin, class 1833; Mrs. Sarah M. Judkins, '35; Mrs. Caroline M. Plummer, '39; Miss Harriet Hawes, '41; Mrs. Marcy S. Vennard, Miss Sarah E. Adams, Mrs. Leah N. Wellington, all of '46; Miss Adelaide S. Bodge, '49; Miss Harriet Caryl, '51; Mrs. Ariana C. Sparrow, '59.

At the business meeting Mrs. Lue Stuart Wadsworth, '75, was chosen President; Dr. Eudora Faxon, '95, Vice-President; Miss Eudora E. W. Pitcher, '69, Secretary; Miss Harriet L. Smith, '79, Corresponding Secretary; Miss Julia L. G. Morse, '83, Treasurer; Mrs. Philena Winship Perrin, '34, Mrs. Leah Nichols Wellington, '46, Miss Adelaide S. Bodge, '51, were chosen Honorary Vice-Presidents.

ORDER OF EXERCISES.

MAY FIRST, 1903, AT THE FIRST REUNION.

School Motto: "Bowdoin expects every girl to do her duty."

1. Song, written for and sung at a reunion in 1873,
Mrs. S. H. Whitwell-Leeds, '40, By the Members.
2. Address, "School Traditions," Harriet E. Caryl.
3. Address, "The Old School," Mrs. L. N. Wellington.
4. Song, Marion Croly.
5. Recitation, Clementine Dominique.
6. Reminiscences, Mrs. Airiana C. Sparrow.
7. Song.
8. Address, "Principles of Bowdoin," Alonzo Meserve.
9. Song, written by Mrs. Caroline M. Plummer for the
1873 reunion. A poem written a few weeks before
the reunion by Miss Sarah Judkins was read by one
of the Alumnae:

You may come, old Time, with your wrinkles
And your hair of silvery gray.
You may rob the eye of its brightness,
And take all its luster away;
May deafen the ear to the music
That floats on the quivering air,
May take from the cheek all the fairness,
That youth in its Springtime may wear;
May rifle the voice of its sweetness
And silence the notes of its song;
May hinder the foot in its fleetness,
And palsy the arm that is strong.
But I laugh sometimes, when I think
I've a treasure you never have seen;
You never can guess where 'tis hid
For the Casket that holds it is locked,
Only I have the key to the lid.
You may talk as much as you please,
May worry, and even may scold,
But the Casket is holding my heart, Sir,
And that you never can make old.

In 1879, there was prospects that the Bowdoin School would be given up. On May 13th of that year, the following petition was sent to the School Board:

"Gentlemen, We, the undersigned, citizens of Boston and residents in the Bowdoin District would hereby respectfully remonstrate against any action of your Honorable Body, by which the grammar school in this district shall be abolished.

"Because the Bowdoin School building is in a healthy locality and neighborhood and is most conveniently located for most of its patrons.

"Because the school has always held, and still does hold, an honorable rank among the best grammar schools of the city.

"Because there has been no material falling off in the number of pupils attending it, for the last three years or four.

"We object to sending our children away from this school to other large schools, because we are convinced that they are less favorable to their promotion and graduation.

"Finally, because every reason and consideration that led to the establishment of this school still holds, even stronger, for its continuance."

The Bowdoin has always been favored with a high grade of instructors, principals and assistants. A graduate lately remarked to me, "If there ever was a better conducted school than the Bowdoin, I cannot believe it." To-day there is a grand corps of teachers, so let the alumnae and the parents of the younger alumnae heartily and lovingly support their efforts. All who attend the reunions of the alumnae cannot but take a strong interest in Bowdoin's graduates and the interest can be shown by placing their names on the Alumnae Association, thus contributing yearly a *small* sum to its treasury, which can be used for

any purpose whatever that will aid the school in any way, so that the work of the coming years can be constantly improving upon that of the past. If any graduate meets with success in her life work let it be known to the Alumnae Association, giving credit, as many have done, to the help they received at the Bowdoin School. The old graduates would be benefitted by attending the reunions, feeling rejuvenated by their contact with younger, therefore fresher minds. Every member of any Alumnae Association should have a feeling of sympathy and interest in the welfare of every other alumnae, and, "if they chance to meet in the ever-varying scenes of life," should make evident these feelings towards each other; show they acknowledge the sisterly bond which unites them. All who have been members of the school and are members of the Alumnae Association, ought to feel proud of both memberships and to know that dear old Bowdoin stands the highest for *deeds*, as well as for attitude.

It seems fitting that the writer should close this history with an account of the graduation in which she had part.

BOWDOIN SCHOOL EXHIBITION.

MONDAY, JUNE 25, 1906.

"Bowdoin Expects Every Girl to do Her Duty."

SCHOOL COMMITTEE

James L. Storrow, *Chairman*.

Mr. George E. Brock,

Mr. Thomas J. Kenney,

Mr. David A. Ellis,

Mr. William S. Kenney.

ORRDER OF EXERCISES.

March, "The Soldiers' Chorus," Faust, Gertrude Altshuler

- Music, "Merry June," Vincent, Class, accompanied
by Iris Olga T. R. Francis.
- Address of Welcome, A. Louise Mahoney.
- Recitation, "The Purest Pearl," Esther Michael.
- Music, "Hope Thou in God," Handel, Semi Chorus and
Class, accompanied by Ida Lieman.
- Recitation, "The Chambered Nautilus," O. W. Holmes,
Dora Gottlieb.
- Music, "Joys of Spring," Geibel, Class, accompanied
by Ida Lieman
- Recitation, "Memories of the Old Kitchen,"
Ivy Vera Anderson.
- Presentation of Class Gift, Hilda B. Boyle
- Music, "Light and Gay," Flotow, Class.
- Recitation, "My Garden," R. W. Emerson,
Sophia J. Larger.
- Music, "A Morning," Wetherby, Lillian M. Cains,
accompanied by Jane W. Murray.
- Recitation, "All for Each," J. W. Chadwick, Rose Russell.
- Valedictory, Margaret E. Morse.
- Class Song, Iris Olga T. R. Francis (colored).

Tune—"Auld Lang Syne."

The time has come when we must say
Good-bye to all so true,
And in life's field of action go,
For we have work to do.
With our life's purpose e'er in view,
May we with cheerful heart,
And with patient, willing hand
Do well our little part.

Let us go onward, that by us
Something of good be wrought,
And teach the true and beautiful,
That we have here been taught.
Let us in all our future years
Forever faithful be.

And aid each great and noble cause,
That we in life may see.

May we each moment well employ;
The rich seeds daily sow
Of truth, of joy, and happiness,
As on through life we go.
When we the victory have won,
When all life's tasks are o'er,
We'll meet with those we hold so true,
To say good-bye no more.

Giving out the Diplomas, by Mrs. Leah Nichols-Wellington
Addresses, Mrs. Lue Stuart-Wadsworth, Mr.

Alonzo Meserve.

Music, "America."

PIANISTS.

Iris Olga T. R. Francis, Ida Lieman, Jane W. Murray.

Mrs. Lue Stuart Wadsworth, President of the Bowdoin School Alumnae Association, presented the school a picture given by some of the alumnae. The presentation of the "Class Gift" was by Hilda B. Boyle, a copy of one of Corot's paintings. Mrs. Wellington, before she gave out the diplomas, stated to the audience, that she was pleased, not only to attend the graduation exercises, but to take a part in the performances, as just sixty years ago the twelfth of next month she graduated from the old Bowdoin School, then on Derne street, and was given a silver medal.

Miss Sophia Horr, a native of Wellesley, taught in the Bowdoin School, resigned and obtained a position in the Wellesley College; Miss Lucile Hill, Director of Physical Training; Miss Harriet Hawes, Librarian of the College, is still there as Librarian Emeritus; Mrs. L. N. Wellington had full charge of the Art Department. We were interested as working there, at the same time, all having been much interested in dear old Bowdoin.

TO OUR ALMA MATER, THE PARTING WORD.

When we meet, all ages blending,
 (Tresses are gold, brown or gray),
Are not we, all backward sending,
 Thoughts to that eventful day,
When we entered Bowdoin's portals,
 Fearing what might lie within?
Such shy, trembling, little mortals!
 But soon love, our love did win.

Then weeks, months and years glided by,
 With work and recreation,
Each helping each, to climb up high
 The Mount of Education.
Our learned guides did well their part;
 Patiently, with kindly care,
And e'er we knew, won was each heart,
 Making school-days ever fair.

Now, children from every land,
 From North, South, every race,
Are joined to Bowdoin's happy band;
 Each can find her special place.
Give these children heartfelt welcome:
 Taught this land to love; each day
Led through pleasant paths of wisdom,
 They'll approach life's perfect way.

For all that's best, does Bowdoin stand;
 All that is just, pure and right.
Teachers working with motives grand,
 Uplift all with gentle might.
Are we not now forward gazing,
 Watching Bowdoin's future strife?
Her standard higher she's raising,
 Searching for the noblest life.

Alma Mater, to thee we're true,
 Stand we an united band,
Whene'er thy needs appear to view,
 We'll lend thee helping hand.

We owe thee great obligation,
Then ever, while life shall last,
We'll cheer, aid and bless thee, Bowdoin,
Sure thou wilt perform thy task.

And while the decades pass away,
Still, wide open be thy doors;
Still, may the children, day by day,
Freely take from thy rich stores.
Strong mayst thou stand on Beacon Hill,
Guarding all who need thy aid;
Handmaiden of our FATHER'S will;
His word shall ne'er be delayed.

Alma Mater, long life to thee!
May thy children live aright;
From sin and crime always be free,
Guided by thy Beacon light.
May children's children look to thee,
Giving praise for all thy care;
May children of *these* children see,
Loving help, flow free as air.

GIFTS TO THE SCHOOL.

The different classes have given the following: Bust of Abraham Lincoln, Bust of Charles Sumner, German "Madonna," Picture, "Leaving Home," Picture of the Constitution, Picture by Corot (copy), Set of Stereopticon Views, Capitol at Washington.

The Alumnae Association gave the following: A silk flag for every room, twenty-seven in number; also \$3 to each grammar and primary teacher to purchase some article for school use in her room.

Mrs. Wadsworth, assisted by members of the Alumnae: Large silk flag for the hall, Pictures of Abraham Lincoln, William McKinley and Henry W. Longfellow.

Mrs. Wadsworth made personal gifts of a framed copy of the Declaration of Independence, oleograph of Stars and Stripes, and a set of Flags of all Nations for Miss Pitcher's room.

Mrs. Wellington gave a bust of Ophelia, also framed autograph of Sandham's Oil Painting of the Battle of Lexington.

The picture of Mr. Andrews was given by his five grand-children.

The picture of Mr. Robinson by the widow of his son and his grand niece.

Picture of Mr. Brown, by his widow.

Picture of Mr. Hamlin, by his widow.

Robert A. Bell Relief Corps, No. 67, of the department of Massachusetts, Woman's Relief Corps, gave a large bunting flag for the staff, which was the highest pole and largest flag on any school-house in Boston at the time; also a picture of Frederic A. Douglas.

LIST OF TEACHERS.

* after name, deceased. m after name, married. u after name, unknown

Warren W. Pierce, Grammar Master, 1821 to 1822.*
Samuel Adams, Grammar Usher, 1821 to 1830.*
John Belcher, Writing Master, 1821 to 1825.*
Barnabas Whitney, Writing Usher, 1821 to 1830.*
Abraham Andrews, Grammar Master, 1822 to 1855.*
James Robinson, Writing Master, 1825 to 1853.*
Mary A. Murdock, 1829 to 1864.*
Chastine Lincoln, 1829 to 1844.* m Andrew Cushing.
Frances Robinson, 1830 to 1843.* m Frederick Emerson,
the arithmetician; 2d, Mr. Pike.
Elizabeth Lincoln, 1830 to 1843.* m S. W. Bowdlear.
Elizabeth H. Drew, 1830 to 1835. u
Affa Grey, 1823 to 1829. u
Sarah B. Jepson, 1829 to 1842. u
Katherine Whitney, 1829 to 1836. u
Mary S. Robinson, 1836 to 1862.*
Harriet French, 1841 to 1844.* m Mr. Howland.
Caroline E. Andrews, 1842 to 1849.* m A. O. Lindsay.
Rebecca Lincoln, 1842 to 1865.*
Sarah D. Adams, 1842 to 1847.* m
Mary E. Nash, 1843 to 1845. m
Elizabeth B. Mitchell, 1846 to 1862. m Mr. Littlefield.
Elizabeth P. Snow, 1846 to 1852. u
Sarah M. Mitchell, 1848 to 1850. m Benj. Judkins.
Hannah S. Andrews, 1849 to 1856.*
Marcy A. Smith, 1851 to 1863.* m Henry Vennard.
Emmeline French, 1851 to 1853.*
Laura Clarke, 1852 to 1854. u

Martha Plumer, 1852 to 1878.
Elizabeth S. Kidder, 1852 to 1853. u
Sarah B. Andrews, 1852 to 1862.* m Jonathan Swift.
Mary A. Proctor, 1854 to 1861. u
Daniel C. Brown, 1855 to 1884.*
Irene W. Wentworth, 1857 to 1898.*
Sophia B. Horr, 1862 to 1875.*
Eliza A. Fay, 1862 to 1898.*
Lucie C. Gould, 1862 to 1872.* m Dr. Page.
Martha E. Young, 1863 to 1864. m Mr. Jones.
Annie E. Kimball, 1863 to 1868. m James B. Brown.
Harriet M Choate, 1864 to 1865. m Mr. Goodhue.
Deborah Norton, 1864 to 1868.*
Emily G. Wetherbee, 1864 to 1869.*
Mary A. Young, 1865 to 1885.*
Sarah J. Mills, 1865 to 1879. m Judge Luce.
Mary S. Grant, 1867 to 1874. u
S. Frances Perry, 1868. Still teaching.
Sarah O. Brickett, 1868 to 1889.
Ada L. Cushman, 1870 to 1881. u
E. E. W. Pitcher, 1874. Still teaching.
Ella L. Macomber, 1876. Still teaching.
Sophia B. Horr, — to 1876.
Mary S. Hosmer, 1878 to 1883* m J. R. Brown.
Sarah R. Smith, 1879. Still teaching.
Mary E. Pitcher, 1879 to 1890.*
Annie E. Gott, 1880. u
Dewlin A. Hamlin, Principal, 1885 to 1886.*
Alonzo Merserve, Principal, 1886. Still teaching.
Harriet L. Smith (colored), 1889, Still teaching.
Katherine W. Dolan, 1897. Still teaching.
Annette F. Ames, 1898. Still teaching.
Florence W. Halligan, 1900. Still teaching.
Mary E. French, 1899. Still teaching.

Elizabeth J. Baxter, Sewing, 1854 to 1872. u
—— ——— Bigelow, Sewing, 1872 to 1877.*
Edith L. Thomas, Sewing. 1897. Still teaching.
Edith Coverly, Drawing, 1900. Still teaching.
Julia Hughes, Cooking, 1905. Still teaching.
Lowell Mason, Music.*
Benj. F. Baker, Music,*
A. N. Johnson, Music.*
J. C. Johnson, u
Charles C. Butler, 1855. u
Hosea E. Holt, 1867.*
Joseph B. Sharland, 1869.
John O. Shea, two years.
Grant Drake.
Laura F. Taylor.
Mary S. McNulty.
Blanche Tebbets.

LIST OF BOYS

WHO ENTERED THE DERNE-STREET SCHOOL THE YEAR IT
WAS ESTABLISHED.

Showing the names of families who were then residents of Beacon Hill.

Joseph Osgood,
Thomas Dana,
Thomas C. Osgood,
Charles T. Otis,
James T. Robinson,
Charles Roulstone,
Henry H. Winship,
Samuel E. Ware,
George E. Wales,
Daniel C. Bryden,
Henry S. Belcher,
Cyril Chafee,
Ichabod Howland,
Caleb Mead,
Samuel T. Easterbrook,
Solomon Levfert,
Warren Beals,

— Jackson,
Joseph Lincoln,
John Motley,
Stephen C. Perrin,
Edward Roulstone,
Charles Sargent,
Thomas Bumstead,
Charles G. Hichborn,
Thomas Gould,
Augustus Converse,
Adam S. Bowman,
John Hatch,
William M. Evarts,
S. C. Knights,
John Babbit,
Edward T. Briggs.

LIST OF FRANKLIN MEDALS.

1821.

Henry E. Simonds,
Jared Lincoln,
Andrew Leach,
James Riley,
John W. Ridgeway,
Joseph Simonds.

1822.

Names not known.

1823.

Stephen H. Thayer,
Francis H. Jenks,
William Wiley,
Joseph B. Lyon,
John S. Dwight,
Isaac Schofield, Jr.

1824.

Charles H. Cutter,
Andrew W. Benson,
Joseph Gray,
Thomas H. Haskell,
John S. Perkins,
Patrick Riley.

1825.

George W. Blanchard,
Frederick A. Benson,

Joseph H. Belcher,
Alpheus W. Wood,
Henry H. Welch,
Henry Lincoln.

1826.

John W. Skelton,
Ichabod Howland,
John K. Greenwood,
George H. Whitney,
John J. Homer,
Charles Hartshorn,

1827.

Frederick L. Homer,
Henry W. Lane,
William W. Davenport,
Harrison C. Bryant,
Samuel D. Ford,
James H. Bryden.

1828.

William M. Evarts,
John M. Gould,
Edmund H. Aiken,
Stephen P. Greenwood,
Joseph H. Vose,
Unknown.

1829.

Samuel C. Gray,
Henry Tucker,

John Q. A. Litchfield,
Henry Dana,
Henry E. Lincoln,
Thomas F. Hyde.

1830.

James P. Boyd,

George L. Farwell,
David B. Fletcher,
Theodore Harrington,
George Leighton,
Samuel C. Ware.

NOT MEDAL SCHOLARS.

Ezra Briggs,
Seth A. Copeland,
Daniel Cooley,
Charles H. Roulstone,
Frederick E. Stimson,
John A. Bird,
Albert Glover,
Johnathan Livermore,
Maturin Ballou,
Theophilous Burr,
Benjamin Johnson,
George W. Partridge,
Edward Riddle,

Gideon Cassell,
John Cass,
Seth Fuller,
Lovett Stimson,
Abel S. Baldwin,
James Boyd,
William F. Harraden,
Emory Souther,
John H. Bagin,
Ezra Lincoln,
Samuel D. Norcross,
James Riddle,
Charles Hawkins.

LIST OF CITY MEDALS.

1821.

Eveline Carroll,
Antriss Damon,
Hannah R. Homer,
Mary R. Homer,
Elizabeth Leighton,
Lydia Redfern.

1822.

Names unknown.

1823.

Pamela Ames,
Margaret Ann Capen,
Caroline Follum,
Affa M. Gray,
Mary T. Perkins,
Adeline Quincy.

1824.

Names unknown.

1825.

Lucy C. Allen,
Sarah Blaney,
Caroline M. Dyer,
Elizabeth L. Edwards,
Emily N. Gray,
Mary S. Stoddard.

1826.

Henrietta Adams,
Nancy Bryant,
Elizabeth F. Coolidge,
Rebecca Souther,
Elizabeth E. Vose,
Henrietta F. Wallis.

1827.

Frances F. Allen,
Mary A. Dwight,
Mary A. Lewis,
Betsey Simonds,
Mary A. Whitney,
Jane F. Wiggin.

1828.

Eunice H. Howe,
Chastine Lincoln,
Eliza Robinson,
Caroline M. Tracy,
Cynthia A. Williams,
Miranda Williams.

1829.

Orient T. Humphrey,
Elizabeth B. Lincoln,
Elizabeth L. Manning,
Mary A. Murdock,
Lucy T. Pierce,
Ann R. Reed.

1830.

Frances E. Bancroft,
Frances H. Barnard,
Sarah E. Benson,
Harriet K. Bayley,
Elizabeth Chamberlain,
Sarah E. Griggs.

1831.

Harriet L. Gibbens,
Margaret V. Hathaway,
Harriet Hastings,
Louisa Lewis,
Rebecca M. Manning,
Joseph W. Shipley.

1832.

Elizabeth C. Belcher,
Mary J. Gunn,
Rebecca Lincoln,
Caroline A. Reed,
Mary E. Swift,
Ann Wakefield.

1833.

Elizabeth B. Beals,
Caroline W. Carter,
Sarah B. Jepson,
Eliza C. Hayden,
Charlotte A. Fillebrown,
Lydia S. Fisher.

1834.

Caroline W. Otis,
Harriet D. Williams,

Francis A. M. Babcock,
Maria P. Thayer,
Mary E. Loud,
Mary A. F. Smith.

1835.

Nancy W. Manning,
Desire C. Bowker,
Caroline E. Andrews,
Elizabeth F. Hadley,
Sarah M. Mitchell,
Josephine M. Gibbs.

1836.

Martha E. Clarke,
Ellen M. Coolidge,
Caroline A. Humphrey,
Rebecca M. March,
Mary L. White,
Martha E. Whitney.

1837.

Charlotte A. Belcher,
Harriet Blaney,
Mary T. Bradford,
Ellen Hartshorn,
Harriet Perrin,
Abigail D. Pike.

1838.

Mary F. Horton,
Helen Leavitt,
Elizabeth McIntire,
Matilda Bussell,
Martha West,
Caroline B. Williams.

1839.

Sarah C. Blaney,
 Sarah H. Emerson,
 Harriet French,
 Hannah H. Stadley,
 Elizabeth Hewins,
 Margaret E. Simmons.

1840.

Ann T. Bagin,
 Amanda M. Fuller,
 Catherine Lincoln,
 Lucia Proctor,
 Charlotte E. Wheelwright,
 Susan H. Whitwell.

1841.

Emmeline French,
 Frances T. Holland,
 Cecilia A. Lancey,
 Mary E. Nash,
 Mary D. Nichols,
 Olive E. Reynolds.

1842.

Mary G. Crombie,
 Adeline C. Dinsmore,
 Harriet Hawes,
 Martha J. Loring,
 Louisa S. Mason,
 Martha W. Reed.

1843.

Harriet L. Brown,
 Harriet L. Coolidge,

Ann P. Hall,
 Mary E. Henry,
 Lucy D. Norton,
 Elizab P. Snow.

1844.

Susan H. Homer,
 Harriet A. Hubbard,
 Elizabeth B. Mitchell,
 Sarah A. Rand,
 Eveline A. Ross,
 Mary R. Sewall,
 Sarah E. Barnard.

1845.

Catherine E. Frost,
 Abigail Hawes,
 Ann E. P. Henchman,
 Nancy S. Knowlton,
 Helen M. Robinson,
 Elizabeth G. Underhill.

1846.

Sarah E. Adams,
 Caroline M. Francis,
 Mary E. Joslin,
 Leah L. Nichols,
 Marcy A. Smith,
 Elizabeth D. Stimpson.

1847.

No medals.

1848.

Abby Q. Bancroft,
 Mary Carroll,

Susan E. Daniels,
Harriet N. Goodnow,
Harriet D. Gould,
Caroline M. Henderson,
Mary L. Mitchell,
Priscilla C. Simpson.

1849.

Georgiana L. Bagin,
Adeline S. Bodge,
Catherine E. Fullam,
Cornelia Hobart,
Ellen A. Kuhn,
Jenetha B. Peabody.

1850.

Henrietta W. Briggs,
Mary M. Clapp,
Louisa B. Eaton,
Margaret D. Eaton,
Nancy M. Guilford,
Harriet E. Howard,
Helen J. Salter,
Susan M. Tuhing.

1851.

Josephine M. Allen,
Francis M. Bodge,
Harriet E. Caryl,
Lucy M. Chamberlain,
Eliza J. Staton,
Annie B. Stevenson,
Phebe M. Stowe,
Mary O. Trull.

1852.

Elizabeth W. Ayer,
Sarach C. Goodrich,
Cecilia A. Hall,
Amanda M. Hancock,
Maria L. C. Holbrook,
Emma C. M. Howe,
Elizabeth H. Judkins,
Susan H. Kingman,
Mary W. Salter,
Lucie A. P. Temple.

1853.

Carlotta F. Capen,
Sarah J. Coverly,
Mary S. Danforth,
Mary C. Emery,
Mary L. Glover,
Agnes E. Hooton,
Elizabeth D. Kidder,
Helen L. Mellen,
Sarah C. Sanderson,
Gertrude Taylor.

1854.

Helen M. Adams,
Catherine Blake,
Sarah S. Craft,
Sarah A. Griffin,
Emily M. Holloway,
Elizabeth B. Holmes,
Caroline S. Lamb,
Julia C. Morse,
Mary E. Scates,

Catherine Tuttle,
Lillie C. Whitney.

1855.

Mary A. Bean,
Letitia B. Blakemore,
Emma W. Brewster,
Mary C. Carter,
May A. Hodgedon,
Blanche Leavitt,
Sarah J. Leek,
Susan C. Stimpson,
Mary E. Stratton,
Emma A. Temple.

1856.

Jane R. Blanchard,
Eunice Chandler,
Mary B. Cobb,
Marietta D. Colburn,
Mary R. Farnsworth,
Mary E. Fiske,
Sarah B. Hill,
Ann E. Kimball,
Caroline A. Moriarty,
Lucy E. Pike,
Sarah G. Prescott.

1857.

Rosalie T. Abbott,
Mary J. Candler,
Mary F. Fairbanks,
Susan Frizzel,
Amanda A. Fuller,
Emma T. Haley,

Ella J. Hill,
Maria A. Mellen,
Sarah E. Robinson,
Lydia J. Bolles.

1858.

Ellen F. Baker,
Kate F. Brewster,
Annie C. Crew,
Caroline F. Davis,
Ellen F. Fuller,
Abbie E. Hammond,
Abelia B. Hopkins,
Helen E. Turrell,
E. Kate Webb,
S. Ella Williams,
Caroline F. Woodbury.

1859.

Emmeline J. Bean,
Lavinia Bryant,
Sarah F. Chapman,
Elizabeth M. Clark,
Sarah E. Coburn,
Sarah A. Edwards,
Nellie L. Fairbanks,
Hanna E. Foster,
Elizabeth A. Gorman,
Adelaide L. Jepson,
Eunice A. Mason,
Abby C. Orcutt,
Mary E. Sanborn.

1860.

Josephine B. Beverly,
Lucy J. Calef,

Any S. Capen,
Josephine J. Clapp,
Lucy H. Eaton,
Mary J. Grant,
Mary E. Hermon,
Mary E. D. Jones,
Mary L. Lockley,
Emily C. Litchfield,
Ellen J. Loring,
Sarah C. H. Rogers,
Eusebia S. Williams,
Isabella A. Woodbury.

1861.

Emma J. Perkins,
Alice Farnsworth,
Francis L. D. Greene,
Isabella F. Hill,
Martha B. Jameson,
Rebecca R. Joslin,
Lucy A. Kimball,
Elizabeth E. Monroe,
Adelaide M. L. Pratt,
Helen A. Pratt,
Emma A. Rice,
Emily E. Robbins,
Isadore F. Whitman,
Ann F. Wyman,
Josephine C. Flannagan.

1862.

Grace Allen,
Ellen M. Hawley,
Mary A. Litchfield,

Cynthia T. Peterson,
Caroline F. Robbins,
Emmeline F. Sanborn,
Anna E. Speare,
Ella G. Whitman,
Pauline F. Huckins.

1863.

Mary S. Stockbridge,
Anna M. Turner,
Emily P. Dillenbach,
Fanny A. Porter,
Ellen Stone,
Frances G. Prescott,
Louise E. Boyden,
Mary R. Bagley,
Louise M. Hill.

1864.

Georgiana O. Badger,
Esther E. Ball,
Celeste W. Chase,
Selinia M. Gibson,
Amelia S. Gould,
Alice M. Harris,
Clara A. Robbins,
Sarah E. Rollins,
Annie W. Stockbridge.

1865.

Emma G. Ford,
Amanda Marble,
Leonora R. Chamberlain,
Edith Stearns,
Harriet M. Sanborn,

Mary F. Milliken,
Henrietta B. Robbins,
Kate Coyle,
Emma J. Gale,
Grace Williams,
Fanny Hussey,
Anna B. Whitney.

1866.

Anna E. Proctor,
Helen Samson,
Etta M. Chipman,

Sarah S. Mann,
Eliza Freenan,
Mary A. E. Williams,
Annie E. Macdonald,
Emily F. Corbet,
Alzine A. Chevaillier,
Sarah P. Maxwell,
Lillian F. Dunbar,
Edna M. Mecuen,
Flora A. Huzzey,
Lucy A. Brown,
Emma J. Livermore.

No medals given after 1866 to girls.

PARTIAL LIST OF GRADUATES.

The record books for the years 1821 to 1871 are missing. The following contains the names of those graduates whom I can find:

1825.	Mrs. Mary J. Thom,*
Mrs. Lucy A. Norcross.	Mrs. Marcy Smith Vennard,*
1834.	Mrs. John Wales,
Mrs. Philena S. Perrin.*	Mrs. Leah N. Wellington.
1840.	1847.
Mrs. Susan W. Leeds,	Mrs. A. B. Cochrane.
Mrs. Thomas Mack,	1849.
Mrs. Leopold Morse.	Mrs. Abbie B. Towmbly,
1842.	Miss Adeline S. Bodge.
Mrs. Chastine L. Cushing,	1850.
Miss Harriet Haws.	Miss Mary E. Bacon,
1845.	Miss Clara L. Stone.
Mrs. Abigail H. Hill,	1851.
Mrs. Mary M. Walter.*	Miss Frances M. Bodge,
1846.	Miss Harriet E. Caryl,
Miss Sarah E. Adams,*	Miss Mary Lovell.
Miss Sarah Brewster,	1852.
Mrs. Elizabeth S. Hubbard,	Mrs. M. A. Newell,
*Mrs. Caroline F. Loring,	Mrs. Sarah V. Stacy.
Mrs. L. B. Sewell,	1853.
Miss Harriet M. Snow,	Miss Charlotte F. Capen,
Mrs. — Studley,	Miss Emmeline E. Fish,

Miss Sarah Skinner,
Mrs. Mary G. Small,
Mrs. Bates Whitney,
Mrs. Sarah C. Wing.

1854.

Mrs. Ella H. Allison,
Mrs. Sarah P. Currier,
Mrs. Hannah P. Symonds.

1855.

Mrs. Blanche L. Brooks,
Mrs. Margaret M. Spade.

1856.

Mrs. Miranda V. Eaton.

1857.

Mrs. Agnes E. Beaman,
Mrs. J. Howard Vinal.

1858.

Mrs. J. B. Andrews,
Mrs. Amelia B. Barber,
Mrs. Lotta B. Beary,
Mrs. Jennie B. Buck,
Mrs. Whitney Myrick,
Mrs. William B. Stevens,
Miss Louise C. Tower.

1859.

Mrs. Josephine G. Dolliver,
Mrs. Sara C. Linfield,
Mrs. Eunice M. Eastman,
Mrs. Adelaide J. Mackintosh,
Miss Arianna C. Sparrow.

1860.

Mrs. Maretta G. Andrews,
Mrs. Emily S. Peterson.

1861.

Miss Addie Cloutman,
Miss Emma Cloutman,
Mrs. Ella W. Damon,
Mrs. Emma R. Johnson.

1862.

Mrs. Emma L. Aldrich,
Miss Anetta F. Armes,
Miss Helen L. Bodge,
Miss Helen M. Hawley,
Miss Sarah L. Mecuen,
Miss Caroline M. Payson,
Mrs. Augusta A. Pettingill.

1863.

Mrs. Hattie K. Whelock.

1864.

Mrs. Sarah W. Ferguson,
Mrs. Linda W. Reed.

1865.

Mrs. Isabella L. Coddington,
Miss Ella Fairbanks,
Mrs. Amanda M. Kelley.

1866.

Miss Emma J. Blake,
Mrs. Isabel S. Dunbar,
Mrs. Mary S. Fuller,

Mrs. Marietta S. Hilton,

1870.

Miss Grace Lewis,

Miss A. M. Hawes.

Mrs. Eliza F. Longley,

Mrs. Helen G. McDonald,

1871.

Mrs. Adelaide F. MacIsaac,

Mrs. Mary N. Chamberlain,

Mrs. Sarah M. Mason,

Mrs. Celestine D. Southwick,

Mrs. Edna Mecuen,

Mrs. Julia T. Pearl.

Mrs. Prince W. Page,

Miss Sarah Robert,

The classes of the following
are unknown:

Mrs. Sarah H. Snell,

Miss Elizabeth Souther,

Mrs. E. R. Aiken,

Mrs. Ellen S. Wellington,

Miss Lilley A. Brooks,

Mrs. Olivia M. Whittier.

Miss Miranda L. Eaton,

1867.

Miss Emma B. Forbes,

Mrs. Ella F. Davenport,

Miss Lucille Hill,

Miss Fannie G. Gridley,

Miss Helen L. Mellen,

Mrs. Josie K. Hammond,

Mrs. N. J. Newcomb,

Mrs. Harriet D. Mackintosh,

Mrs. Caroline M. Plumber,*

Miss Ella E. Morrill,

Mrs. J. H. Robinson,

Mrs. Louise G. Pratt.

Miss Anna M. Simmons,

1868.

Mrs. Catherine Stearns,

Mrs. Jennie R. Buck,

Miss Mary L. Stimpson,

Mrs. Fannie G. Wilder.

Mrs. E. A. Woodbury,

Miss Martha Worcester.

1869.

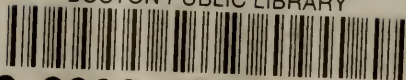
Miss Mary G. Blake,

* Deceased.

Miss Endora E. Pitcher,

Mrs. Lizzie C. Richardson.

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